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AUTHOR Platte, James P., Ed.
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ABSTRACT

In 1986, a study was conducted to examine the status of the libraries and learning resource centers (LRC's) at Michigan community colleges. A questionnaire was used to gather background on the colleges, and information on the types and scope of services provided by the libraries/LRC's, their organizational structure, resource allocation, and key issues and trends in resources and services. In addition, the study inventoried learning resources and gathered data on their use. Study findings, based on responses from 29 library/LRC directors, included the following: (1) all of the libraries/LRCs provided traditional reference, research, and bibliographic support to students and faculty; (2) 15 colleges reported involvement in the production of audio, video, graphics, and photographic products; (3) six provided learning lab instruction and supervision, and six offered tutorial services; (4) 23 circulated books to the community; (5) two-thirds were involved in some form of television-supported instruction; (6) one-half reported that their collections increased between 20% and 60% from 1978 to 1986, however, circulation figures per student remained almost identical; (7) overall, the total number of circulation transactions for all print and nonprint materials and equipment decreased by 12.6% for the same period; (8) the number of full-time professionals staffing the libraries/RCs decreased from 327 in 1978 to 297 in 1986, while part-time employment was up 80%; and (9) general operating budgets increased 68% over 1978 budgets. The survey instrument is appended. (AYC)

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A Report Prepared for
the Michigan Community College Association
and the Directors of
Michigan Community College Libraries / LRCS
November, 1988

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Executive Summary of Comparative Data

A Report Prepared for
the Michigan Community College Association
November, 1988

Michigan Community College Association — 2100 Michigan National Tower — Lansing, Michigan

TRENDS IN MICHIGAN COMMUNITY COLLEGE LIBRARY/LEARNING RESOURCE CENTERS

The Commission of the Future of Community Colleges in its 1988 report, Building Communities: A Vision for a New Century, defined community "not only as a region to be served, but a climate to be created." The commission noted that "building community is essentially related to learning with creative interaction between students and faculty and collaboration among students. The directors of the libraries and learning resource centers in Michigan's 29 community colleges are committed to supporting this active partnership of teachers and students. To determine the status of this commitment to supporting the "learning process," the directors of the libraries/learning resource centers conducted a survey in 1986-87. The survey and this report were supported by the Michigan Community College Association. Because similar studies were conducted in 1978 and 1970, we can note trends in learning resources and services and how these trends may serve the future of Michigan community colleges.

More detail may be found in the "Executive Summary of Comparative Data," and in the Report itself.

What are the trends that show the readiness of the learning resource centers to support the mission and goals of their community colleges?

- Both the format and delivery of information and learning support have changed with the advanced technology of computers and telecommunications.
- Two-thirds of the community colleges are involved in some form of television supported instruction.
- Fifteen of the community colleges report involvement in production of audio, video, graphics and photographic products.
- Nine LRCs report some involvement in media production, instructional design and development.
- To expand resource services, most community college LRCs participate in telecommunication consortia and networks - regional, statewide, or national.
- All of the learning resource centers provide traditional reference, research and bibliographic support, but thirteen LRCs have used computerized databased searches to provide specialized information.

- Nearly half of the LRCs conduct workshops/seminars or in-classroom lectures on accessing information and learning resources.

- Over three-fourths of the LRCs circulate books to the community and one-third of them circulate media software and equipment to the community.

- Six of the LRCs provide learning lab instruction and supervision.
- Six LRCs provide tutorial services to students.

- Ten LRCs provide regular course support with faculty assigned materials to be used by individual students in the LRCs.

- Almost all of the LRCs provide faculty and student training in the use of media equipment.

- One-half of the libraries report that their collections have increased 20-60% in size with nearly 275,000 books having been added state-wide since 1978.

- The smaller to middle sized college libraries averaged twice as many volumes per student (31 per FYES) than do the larger colleges (16 per FYES).

- Periodical titles per student have remained the same or declined, but microfilm holdings have increased 21%. Overall media hardware units have increased 38%, and software holdings are up 16% since 1978.

- All LRCs circulated books and other print materials to students and faculty. Twenty-one LRCs circulated media and computer software. Eleven LRCs circulated as much or more material from periodical and software collections than from book collections.

- In the statewide staffing of the LRCs, full-time personnel declined 10% while part-time employment was up 80%-with part-time professional assistants (librarians, and media specialists) tripling since 1978.

- LRC expenditures per student increased 60% from $86.66 to $133.93 per FYES in the past eight years. As a percentage of total college budgets, LRC budgets rose slightly from 3.6% to 3.7%. In most of the colleges, this percentage reflected primarily increases in software and hardware expenditures.

EXECUTIVE SUMMARY OF COMPARATIVE DATA

We recognize that the 29 community colleges in this State are diverse in their functions, size, communities, and organizational structure. The LRCs of these colleges are similarly diverse in their resources and services. However, they do have a degree of common functions, services, and resources. Upon these premises, we endeavor to profile the scope and directions of these 29 LRCs. We summarize the survey responses of these 29 LRCs by addressing related key questions:

1. **WHAT KIND OF LEARNING RESOURCE SERVICES ARE PROVIDED BY THE CENTERS (ACCORDING TO THEIR SIZE AND ORGANIZATIONAL STRUCTURE)?**

   The responses can be grouped into such categories as information services, circulation services, electronic distribution, instruction and learning support, production services, and other support services.

   Most of the community colleges have included advanced technology (computers and telecommunications) in their learning resources and services. The technology assists in providing data and information or in transmitting images and sound (e.g. telecourses). Yet the traditional services of library and media circulation and reference assistance continue much as in the past.

   All of the learning resource centers provide the traditional reference, research and bibliographic support to students and faculty. Thirteen LRCs used computerized database searches to provide specialized information. Nearly half of the LRCs conduct workshops/seminars or in-classroom lectures.

   Fifteen of the community colleges reported involvement in production of audio, video, graphics and photographic products, but only nine reported any extensive involvement in media production and in instructional design and development. Eighteen LRCs noted that they taped and/or delivered video modules or courses.

   Changes in media services show that few LRCs (6) provide closed circuit audio, and the eleven LRCs that provide close circuit television show a twenty percent decline in student viewing hours.

When asked to describe the other services they provide, one-half of the respondents noted they maintain the college archives. Nearly all provide copying services to students, seventeen provide typewriters, seven provide word processors, ten provide microcomputers.

2. **WHAT IS THE SCOPE AND SIZE OF THE LEARNING RESOURCE INVENTORY OF BOOKS, PERIODICALS, MEDIA SOFTWARE AND HARDWARE?**

In comparing the collection of books in the 29 community college libraries, we note that fourteen of the libraries have reported that their collections have increased 20-60% in size. Nearly 275,000 volumes have been added to the libraries' collections between 1978-1986.

The smaller to middle size colleges (Groups A and B) showed the highest ratio of volumes per student (FYES) - averages of 31 and 29 books per student. The two categories of larger colleges (Groups C and D) show averages of 16 and 11 volumes per student. In most of the colleges the number of periodical titles per student remained the same or declined between 1978-1986, but the use of microfilm for backup periodical holdings was up 21%.

Comparative data were constructed for the software collection (films, videotapes, recordings, discs, etc.) and for media hardware units (movie projectors, television monitors, VCRs, overheads, etc.). The data show that the smaller to middle size colleges (Groups A & B) increased their software holdings the most by 30-90%, and their hardware units by 65-80%. Among the larger colleges (Groups C and D), six of the fourteen colleges reported major declines in software collection (10-90%). These fourteen colleges, however, reported a 25% increase in the collection of hardware units.

3. **WHAT IS THE EXTENT TO WHICH THE LRCs ARE INVOLVED IN MANAGING STUDENT LEARNING?**

Six of the LRCs provide learning lab instruction and supervision; six LRCs provide tutorial services to students; ten LRCs provide regular course support with faculty-assigned materials to be used by individual students in the LRCs. Almost all of the LRCs provide faculty and student training in the use of media equipment.

4. **HOW MANY OF THE LRCs SHARED MATERIALS WITH THE COMMUNITY AT LARGE?**

Twenty-three LRCs circulated books to the community; eight circulated AV software; nine circulated AV equipment to the community. It is also interesting to note that most LRCs belonged to networks and consortia - local, state, and national. The most common network involvement was with area consortia, the Michigan Library Consortium (MLC), the Online Computer Library Center (OCLC), and InterLibrary Loan (ILL).

5. **GIVEN THE CHANGES IN BOTH THE SIZE AND NATURE OF THE COLLECTIONS IN THE LRCs, WHAT HAS BEEN THE USE OF BOOKS AND SOFTWARE BY STUDENTS AND FACULTY? HOW HAVE THE SCOPE AND PATTERNS OF USE CHANGED?**

In the survey, use was measured as to print materials, equipment and hardware checked out by faculty and staff, and user hours of electronic distribution (e.g. closed-circuit TV or audio distribution). The data show that the 1986 circulation average per students (FYES) and faculty was almost identical to 1978. In 1986 there were 18.82 transactions per student and in 1978 there were 18.80 transactions.

All LRCs circulated books and other print materials to students and faculty. Twenty-one LRCs reported the circulation of media and computer software. Twenty noted circulation data for periodicals and microfilm. Eleven LRCs noted that they circulated as much or more material from periodicals and software than from their book collections. Overall, the state total circulation of print materials is down ten percent (declining in eleven LRCs) since 1978. (1,075,783 circulation transactions in 1978 down to 969,494 in 1986.)

Overall, the total number of transactions for all materials -- print, software, hardware, electronic distribution -- is down 12.6% for the 29 community colleges. (1,554,226 transactions in 1986 compared to 1,778,785 transactions in 1978.) On the one hand, the circulation of AV software and hardware units is up 11%, but, on the other hand, closed-circuit video is down 32% and closed-circuit audio down 87%.

We may also note that overall hardware holdings are up 38%, and software holdings are up 16%. We may infer that, although the software collections have expanded conservatively, the accompanying hardware units have increased twice as much. This may have resulted in an increased use of the software through greater hardware accessibility. Such software utilization, however, may have detracted from the circulation of print materials.

6. **HOW DOES THE 1986 STAFFING OF THE LRCs COMPARE TO 1978?**

Since personnel are as necessary for learning resource services as the resources themselves, we compare the numbers and proportions of administrators, faculty, staff, and student aides working in learning resource centers in 1986 and in 1978. Major changes in the numbers and kinds of personnel were found in ten of the twenty-nine community colleges: four colleges noting increases in full-time personnel from 44% to 200%, six colleges decreasing in full-time personnel from 21% to 60%.

Overall professional personnel (LRC administrators, librarians, media specialists, etc.) decreased slightly from 134 in 1978 to 125 in 1986 across the total twenty-nine community colleges. However, part-time personnel increased from 26 in 1978 to 69 in 1986.

LRC technicians showed a decline of 17% (fifteen employees), but part-time technicians increased 70% (20 employees). Clerical/secretarial personnel remained nearly the same.

The services of student-aides are heavily used in most LRCs. However, their 1986 hours were down 17% compared to 1978. Student-aide hours numbered 288,000 compared to 345,000 hours in 1978.

Looking at the overall staffing of the LRCs, we may note that -- although the full-time personnel were down by thirty people (327 down to 297), part-time employment was up 80% (83 part-time up to 150).

7. **WHAT IS THE CAPACITY OF THE LRCs TO PROPERLY HOUSE THE LRC FUNCTIONS, COLLECTIONS AND STUDENTS USING THE RESOURCES?**

The survey only asked for the square footage and seating capacity in the public service areas of the LRC. This excludes staff offices, technical service areas, production areas and storage areas not accessible to the public.

According to national library standards(Metcalf), a college library should provide one seat (25 square feet) per 5 FTE students. Recognizing that many community college students commute or are in classes off campus, one might reasonably adjust the standard to one seat per 10 FTE students. According to these revised minimum standards, ten of the fourteen larger colleges (C & D categories) have inadequate seating with 45% to 300% fewer seats than needed. On the other hand, thirteen of the fifteen smaller colleges (A & B

categories) have adequate seating by these minimum standards.

8. **HOW DO THE LEARNING RESOURCE CENTER BUDGETS COMPARE OVER THE PAST EIGHT YEARS AND HOW ARE THESE BUDGETS ALLOCATED TO THE BASIC ELEMENTS OF LEARNING RESOURCE SERVICES?**

The totals of the 1986 general operational budgets of Michigan Community Colleges increased from 1978's $240 million to $403 million. This overall college increase of 68% raised the dollars spent per student from $2208 to $3571 per FYES (a 62% increase). Total LRC budgets increased from $8.7 million to $13.9 million. This 60% increase changed the LRC expenditures per student from $86.66 to $133.93 per FYES. The average of total LRC budgets as percentage of total college budgets rose slightly from 3.6% to 3.7%. In most of the colleges this percentage reflected increases in software and hardware expenditures.

Examining where dollars spent in LRCs may have changed, we compare data from 1978 and 1986 as to dollars spent on personnel, books and other print materials, AV software and hardware, and other expenditures (supplies, service contracts, etc.). We note that the average percent of dollars spent from LRC budgets in personnel stayed the same at 68% in 1978 and in 1986. Dollars spent from LRC budgets on print materials averaged 16.5% in 1978 and 15% in 1986. Budgets for the acquisition of media software and hardware increased a little from 10.2% to 12.7%. Other expenditures (including supplies, service contracts, office expenses, etc.) decreased from 5.5% to 4.5%. We conclude that the $5.2 million increase in learning resource center budgets across the state between 1978 and 1986 was used primarily for the salary increases of existing professionals and staff and for an approximate million dollar increase in media.

9. **TO WHOM DO THE CHIEF ADMINISTRATORS OF LEARNING RESOURCES REPORT?**

Fifteen of the chief administrators of learning resources report to vice-presidents or deans of instructional service, four report to vice-presidents or deans of student services, four report to the vice-presidents of academic affairs or academic deans, one reports to the dean of liberal arts, one to the director of instructional resources, one to the business manager, and three to executive vice-presidents or presidents of the college.

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EDITOR'S PREFACE

This report is the product of over three years of effort on the part of Michigan community and junior college library/learning resource center administrators. Special recognition should go to the Survey Ad Hoc Committee representing Michigan community college learning resource directors whose knowledge and expertise guided the construction of the survey instrument and the direction of the Report. The members of the Ad Hoc Committee were:

Jeanne Bonner Schoolcraft Community College	Assistant Dean, Learning Resources
Barbara Collinsworth Macomb Community College	Associate Dean, Learning Resources-Library
Donald S. Pelkey C.S. Mott Community College	Dean (retired), Learning Resources
Ellen Person Lansing Community College	Chairperson Library Information Services
James Platte Lansing Community College	Dean TeleCommunication & the Arts
Dr. Al Sagar Kalamazoo Valley Community College	Associate Dean Learning Resources
Joy Shoemaker Jackson Community College	On Leave of Absence Director, Library
Joan Woodruff Monroe County Community College	Director Learning Resources

Recognition is also due to Mort Mattson, Director of Resource Development, for initial data format, design and analysis; and special recognition to Carol Cochran, Computer Systems Technician/Statistician, who collated the data of the final report and prepared the final format and tables of data. These two are staff members at Lansing Community College.

I want to express my gratitude to all the LRC directors and community college presidents who supported the questionnaire with their responses. I trust they will find the data accurate and useful. I alone am responsible for the analysis of the data

and the related findings included in the Report. The Ad Hoc Committee, however, has had strong and repeated input to the issues and trends noted with the data.

A final note of appreciation is due Dr. Thomas Bernthal, Executive Director, Michigan Community College Association and Connie Julius, Director of Telecommunications, who patiently supported the undertaking over the past three years. Without their assistance, the final printing of the report would not have been possible.

Thank you all.

James P. Platte

James P. Platte
Dean, TeleCommunication & the Arts
Lansing Community College

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INTRODUCTION

The following Report examines the 1985-86 status of library/learning resource centers at Michigan community colleges. It is an update of the Reports published in July, 1971, and November, 1979, by the Michigan Community College Association. The data contained herein are based upon institutional responses to a survey questionnaire first developed in 1985 and revised in 1986, as found in Appendix O. The structure of the survey and its management was assisted by an Ad Hoc Committee and MCCA consultants noted in the preface.

Per the advice of the Ad Hoc Committee (1985-88), the survey instrument paralleled that used in 1978 (and 1970) with changes made mostly to recognize expanded services and issues related to changing information technologies. A preliminary survey was conducted in 1985 (with responses from 22 of the 29 community colleges) to establish the key data fields and to note the current issues and priorities for inquiry. It was agreed that the report should be formatted to provide longitudinal data whenever possible and that the analysis of data would be limited to current themes and issues in community college learning resource services. Should there be need for additional analyses, they will be given directly to the learning resource center directors.

The purposes of the survey were:

1. To develop state-wide data and summary analysis as criteria for community college learning resource operations.

2. To focus local and state-wide data on recognized community college LRC input and output indicators.

3. To complement both HEGIS (Federal) data and ACS (State) data as they apply to library/learning resource center operations, resources, activities.

4. To support a data gathering process (perhaps biennial) over which the LRC directors may have control and may choose to use locally and state-wide when addressing such interests as resource access, the scope of information and instructional support activities, the readiness of learning resource centers to support the mission and goals of the respective colleges as well as supporting the

emerging expectations of regional and state task forces for telecommunications.

5. To relate the current library/LRC functions to the recent emphasis on institutional effectiveness and regional and state networking.

The survey was structured to accommodate both the larger and the smaller community colleges and to provide a consistency of longitudinal data. Additional definitions were developed and attached to the survey to assist in those areas which exceed the inquiry of HEGIS (Higher Education General Information Survey). The present IPEDS (Integrated Postsecondary Education Data System) now replaces HEGIS but the questions are basically the same.

The 1985-86 preliminary survey was constructed with only minor adjustments to the survey used in 1979. Added to that survey was a set of open-ended questions about issues related to the mission, changes, environment, strengths, future directions of learning resources. The expectation was that the responses would be summarized in a set of conclusions which would assist in the revision of the survey for the following year. Since Part II of that 1985 survey was not restructured into the 1986 survey, a summary of responses to Part II, "Learning Resource Issues," Survey of Michigan Community College Learning Resources, 1985 is included in Appendix N. The responses to the 1985-86 survey were formatted and issued to the 29 community college learning resource directors prior to the conducting of the 1986 survey. Comments on the data of the survey structure were reviewed by the Ad Hoc Committee and incorporated into the restructuring of the 1986 survey.

The tables of 1985-86 data were compared to the State Activity Classification Structure (ACS) 1986 data and to responses to the ETOM (Educational Television of Michigan) survey, conducted by the MCCA in the Spring of 1987. Where appropriate, data in 85-86 tables were adapted by the compiler/editor to conform to these other data reports. Because the data were formatted on a PC-XT, they have been "massaged" in various directions to provide additional comparative analyses beyond that provided in the 1971 and the 1979 reports.

According to the counsel of the MCCA office and the Ad Hoc committee, the report is presented in two formats: an executive report (of summary findings and analyses) and a more complete report with tables and appendices to assist

the directors of the community college library/learning resource centers. Chapter one presents background information on the 29 community colleges so that the data may provide the reader with context for assessing the learning resource center data and analysis. Chapter two presents information pertaining to the types and scope of services provided by library/learning resource centers, their organizational structure, and key issues and trends in resources and services. Chapter three focuses on inventory of learning resources and their utilization. It includes both input and output service data to assist the reader in determining the effectiveness and the efficiency of the resources and services. Chapter four is concerned with the allocation of resources - personnel, facilities, finance - to accomplish these outcomes.

Following the format of the 1971 and 1979 reports, appendices are attached to show tables of data keyed to the questions of the survey except for those questions which did not lend themselves to tables and a few questions which were eliminated because of highly inconsistent data. Following the data tables is a copy of the summary of responses to Part II, "Learning Resource Issues," of the 1985 survey. Copy of the 1986 survey, definitions and instructions for completing the survey, the HEGIS definitions, and a list of respondents complete this report.

The data analyses were performed by James Platte, Dean, TeleCommunication & the Arts, Lansing Community College. The research design was constructed with the assistance of Mort Mattson, Director of Resource Development and Carol Cochran, Computer Technician, Lansing Community College.

EXECUTIVE SUMMARY OF COMPARATIVE DATA

We recognize that the 29 community colleges in this State are diverse in their functions, size, communities, and organizational structure. The LRCs of these colleges are similarly diverse in their resources and services. However, they do have a degree of common functions, services, and resources. Upon these premises, we endeavor to profile the scope and directions of these 29 LRCs. We summarize the survey responses of these 29 LRCs by addressing related key questions:

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Twenty-three LRCs circulated books to the community; eight circulated AV software; nine circulated AV equipment to the community. It is also interesting to note that most LRCs belonged to networks and consortia - local, state, and national. The most common network involvement was with area consortia, the Michigan Library Consortium (MLC), the Online Computer Library Center (OCLC), and InterLibrary Loan (ILL).

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7. **WHAT IS THE CAPACITY OF THE LRCs TO PROPERLY HOUSE THE LRC FUNCTIONS, COLLECTIONS AND STUDENTS USING THE RESOURCES?**

The survey only asked for the square footage and seating capacity in the public service areas of the LRC. This excludes staff offices, technical service areas, production areas and storage areas not accessible to the public.

According to national library standards(Metcalf), a college library should provide one seat (25 square feet) per 5 FTE students. Recognizing that many community college students commute or are in classes off campus, one might reasonably adjust the standard to one seat per 10 FTE students. According to these revised minimum standards, ten of the fourteen larger colleges (C & D categories) have inadequate seating with 45% to 300% fewer seats than needed. On the other hand, thirteen of the fifteen smaller colleges (A & B

categories) have adequate seating by these minimum standards.

8. **HOW DO THE LEARNING RESOURCE CENTER BUDGETS COMPARE OVER THE PAST EIGHT YEARS AND HOW ARE THESE BUDGETS ALLOCATED TO THE BASIC ELEMENTS OF LEARNING RESOURCE SERVICES?**

The totals of the 1986 general operational budgets of Michigan Community Colleges increased from 1978's $240 million to $403 million. This overall college increase of 68% raised the dollars spent per student from $2208 to $3571 per FYES (a 62% increase). Total LRC budgets increased from $8.7 million to $13.9 million. This 60% increase changed the LRC expenditures per student from $86.66 to $133.93 per FYES. The average of total LRC budgets as percentage of total college budgets rose slightly from 3.6% to 3.7%. In most of the colleges this percentage reflected increases in software and hardware expenditures.

Examining where dollars spent in LRCs may have changed, we compare data from 1978 and 1986 as to dollars spent on personnel, books and other print materials, AV software and hardware, and other expenditures (supplies, service contracts, etc.). We note that the average percent of dollars spent from LRC budgets in personnel stayed the same at 68% in 1978 and in 1986. Dollars spent from LRC budgets on print materials averaged 16.5% in 1978 and 15% in 1986. Budgets for the acquisition of media software and hardware increased a little from 10.2% to 12.7%. Other expenditures (including supplies, service contracts, office expenses, etc.) decreased from 5.5% to 4.5%. We conclude that the $5.2 million increase in learning resource center budgets across the state between 1978 and 1986 was used primarily for the salary increases of existing professionals and staff and for an approximate million dollar increase in media.

9. **TO WHOM DO THE CHIEF ADMINISTRATORS OF LEARNING RESOURCES REPORT?**

Fifteen of the chief administrators of learning resources report to vice-presidents or deans of instructional service, four report to vice-presidents or deans of student services, four report to the vice-presidents of academic affairs or academic deans, one reports to the dean of liberal arts, one to the director of instructional resources, one to the business manager, and three to executive vice-presidents or presidents of the college.

CHAPTER I

BACKGROUND ON THE MICHIGAN COMMUNITY COLLEGES AND THEIR LEARNING RESOURCE CENTERS - FALL, 1986

BACKGROUND

The library/learning resource centers in Michigan Community Colleges generally reflect the size, scope of programs, and varieties of teaching and learning styles of the colleges they support. Large, long established community/junior colleges with diverse programs will have collections of considerable size and depth; smaller colleges and those with more limited scope of programs -- not so. Colleges with rather traditional teaching styles will have rather traditional libraries, while those with individualized, media supported instructional delivery systems will have learning resource centers with diverse media support. The organizational structure of the college (whether centrally administered or decentralized) will also affect the size and scope of programs in the learning resource centers.

It helps, therefore, in comparing data, to recognize the age, diversity of programs, budget size, number of students and faculty of the various colleges. Some of those data are summarized in this chapter. These data should provide the reader with context for assessing the learning resource center data and analyses in the following chapters. The data on credit hours for Fall, 1986, the calendar system, the full-time equated faculty (FTEF), and the institutional budgets were submitted by the respondents or were taken from State ACS data. The dates in which colleges were established were taken from the Community, Junior, and Technical College Directory. The data on number of courses offered at each college, the number of FYES (fiscal year equated students) and the institutional budgets were taken from the ACS (Activity Classification Structure) as reported by Michigan State Board of Education, Bureau of Postsecondary Education. The full-time equated students (FTES) data for Fall, 1986 were derived by dividing 15.5 credit hours (standard for quarter or semester) into the total credit hours reported. All these data parallel data derived for the 1978 report.

One should note that community college librarians generally prefer to speak of actual headcount (total number of students enrolled) rather than FTES or FYES. They observe that half-students or third-students do not come into learning resource centers, whole students do. Nor do five students, taking one class each, limit themselves to the number and variety of books and media

used by one full-time student. It would be wise, therefore, as a general rule, to double the FYES to estimate the number of students actually attending a particular college and potentially using its respective library/learning resource center.

Some observations may be made about background data not reported. No effort was made to specify which colleges and their libraries were in "resource rich" areas. However, if a college with its learning resource center is in the neighborhood of another major college or large public library, the size and character of that community college's library collection (and consequent circulation of materials) might vary greatly from those of a college learning resource center which has no neighboring support. The latter might serve as the library for the community. (See Table 7 for the number of colleges that circulate materials to the community.) Also this survey did not determine or compare the degree of centralization versus decentralization of library services or curricula control in the various community colleges. Nor did it present the focus of each college's objectives - whether heavily career oriented, transfer oriented, community service oriented etc. These roles of a community college have an impact on the depth and breadth of library/media services and how they are organized and used at a college. This background diversity should be kept in mind as input and output data are compared. For expansion on this concept of the interrelationship of college mission with roles and services of library/learning resource centers, the reader may wish to consult the "AAJC-ACRL Guidelines for Two-Year College Library Learning Resource Centers," College & Research Libraries News, No. 9, Oct., 1971.

To facilitate the comparing of data, one variable, FYES size, was used to categorize the colleges into four groups: smaller, medium, larger, largest. These categories vary from those used in the 1971 and 1978 reports which presented three groups. But the related colleges and their data of 1978 were adapted for comparison studies. The reader might note that the groupings were based upon a principle that the last college cited in each group would not be more than double the size of the first college cited in that group.

MICHIGAN COMMUNITY COLLEGES
BACKGROUND DATA, FALL, 1986

COLLEGE	Date Established	FYES 1969-70	FYES 1977-78	FYES* 1985-86	FTES Fall 1978	FTES Fall 1986‡
Group A						
West Shore	1967	224	705	644	589	312
Glen Oaks	1967	623	630	677	553	770
North Central	1958	570	883	786	830	790
Kirtland	1966	138	963	942	932	840
Montcalm	1965	572	817	974	782	788
Gogebic	1932	525	976	1,054	1,103	1,020
Mid Michigan	1965	400	1,017	1,111	904	1,113
Alpena	1952	896	1,314	1,191	1,176	578
SUBTOTAL			7,305	7,379		
Group B						
Bay De Noc	1963	631	909	1,319	852	1,282
Monroe	1964	1,162	1,295	1,552	1,064	1,504
Highland Park	1918	2,699	2,036	1,597		1,400
Lake Michigan	1946	1,482	1,651	1,683	1,643	1,515
Southwestern	1964	701	1,333	1,751	1,319	1,186
Northwestern	1951	1,129	1,920	2,005	1,994	1,986
St. Clair	1923	2,264	2,389	2,126	2,080	2,594
SUBTOTAL			11,533	12,033		
Group C						
Kellogg	1956	1,818	2,676	2,479	2,504	2,648
Muskegon	1926	2,565	2,754	2,536	2,391	2,798
Jackson	1928	2,221	4,081	3,355	3,498	2,710
Kalamazoo	1966	1,370	2,937	3,824	2,769	4,667
Washtenaw	1965	2,489	3,628	4,071	3,099	1,787
Schoolcraft	1961	3,745	4,671	4,523	3,876	4,930
C.S. Mott	1923	10,100	5,180	5,403	4,621	5,097
SUBTOTAL			25,927	26,191		
Group D						
Grand Rapids	1914	4,128	5,586	6,211	4,741	6,354
Delta	1961	4,013	5,847	6,318	5,137	5,342
Wayne+	1967	3,064	12,174	6,848	8,761	10,500
Henry Ford	1938	6,007	8,048	7,122	7,360	8,372
Lansing	1957	4,040	9,033	10,504	8,048	10,235
Macomb+	1954	10,100	12,295	13,098	11,423	13,070
Oakland+	1964	8,580	10,495	14,208	8,728	13,882
SUBTOTAL			63,478	64,309		
GRAND TOTAL			108,243	109,912		

* Per ACS 1985-86
+ All Campuses
‡ Self Reported Data

MICHIGAN COMMUNITY COLLEGES
BACKGROUND DATA, FALL, 1986

Total Student Credit Hours* 1985-86	FTEF Fall 1978‡	FTEF Fall 1986‡	No. of Courses Offered*	Institutional Budget 1978	Institutional Budget* 1986	COLLEGE
						Group A
19,983	44	23	293	1,990,742	3,760,861	West Shore
20,710	31	45	294	1,858,646	3,150,283	Glen Oaks
24,384	50	52	214	1,715,877	3,061,120	North Central
25,618	55		345	2,482,927	3,803,558	Kirtland
20,094	35	28	355	1,816,000	3,548,664	Montcalm
21,936	46	51	292	2,663,638	3,680,673	Gogebic
34,469	39	59	347	2,505,000	3,818,097	Mid Michigan
36,942	57	70	313	3,030,471	4,375,558	Alpena
				18,063,301	29,198,814	SUBTOTAL
						Group B
40,903	42	64	401	2,720,660	4,251,911	Bay De Noc
48,131	68	94	418	3,690,922	7,440,341	Monroe
49,535	80	38	271	6,000,000	6,086,615	Highland Park
52,187	132	114	410	3,580,000	7,767,914	Lake Michigan
54,008	74	42	437	2,570,471	5,049,047	Southwestern
62,157	110	107	1106	5,059,311	9,264,785	Northwestern
65,931	130	102	704	5,675,447	9,317,359	St. Clair
				29,296,811	49,177,972	SUBTOTAL
						Group C
76,661	119	94	1181	6,496,704	9,949,151	Kellogg
76,167	121	133	742	6,800,000	11,007,941	Muskegon
77,104	221	200	891	8,384,653	13,778,709	Jackson
118,547	149	177	1231	7,103,859	10,984,614	Kalamazoo
126,151	240	323	857	10,031,527	18,832,269	Washtenaw
137,597	238	215	806	11,500,000	17,397,937	Schoolcraft
167,493	274	205	733	13,484,528	21,803,713	C.S. Mott
				63,801,271	103,754,334	SUBTOTAL
						Group D
192,569	260	247	1079	12,000,000	20,579,601	Grand Rapids
195,872	232	212	1233	13,800,000	23,938,754	Delta
212,291	635	225	772	21,029,021	32,510,261	Wayne+
220,808	335	625	722	15,783,289	26,845,072	Henry Ford
325,636	514	600	3029	21,330,000	34,705,794	Lansing
406,052	454	678	1263	23,498,129	41,282,540	Macomb+
440,178	325	405	1185	21,179,299	40,791,511	Oakland+
				128,619,738	220,653,533	SUBTOTAL
				239,781,121	402,784,653	GRAND TOTAL

NOTE: Dollars Spent by All Colleges per FYES-$3665 in 1986, $2215 in 1978
Group A - $3957 in 1986, $2473 in 1978 | Group C - $3981 in 1986, $2461 in 1978
Group B - $4087 in 1986, $2540 in 1978 | Group D - $3431 in 1986, $2026 in 1978

CHAPTER II

LIBRARY/LEARNING RESOURCE SERVICE PROGRAMS

LIBRARY/LEARNING RESOURCE SERVICE PROGRAMS

The community college Library/LRC continues to change in services and collection in the 1980's. No longer is the library considered a depository of books or a place where students quietly study. It is seen as a learning center, a media center, a library laboratory vital to learning and instruction. In today's Michigan community colleges, libraries are viewed as primary support units to a broad range of educational programs. They are essential to the mission of their colleges as they link individual learning to classroom instruction.

This chapter examines the types and scope of services provided by libraries/learning resource centers. An examination of the tables of responses from the 29 community colleges will show the reader the broad scope of services rendered to learning and instruction. The reader may wish to note that scope of services is consistent with the "AAJC-ACRL Guidelines for Two-Year College Library Learning Resource Centers," first cited on page 2.

Part II of the Survey asked the respondent to check off whether a long list of services was provided by the LRC, the Library, an AV area, or another unit in the college outside of the LRC. The effort here was to survey and display the responses from the 29 diverse community colleges as a context for the reader to understand subsequent responses to the survey under Part III, IV and V. The areas surveyed were:

- Information services (reference and library instruction)
- Circulation services (printed materials and media)
- Electronic distribution of audio and video on campus or via telecommunications
- Learning laboratory support in the learning resource center, itself
- Media production services
- Media equipment maintenance services
- Ancillary services (reflecting the unique position of the learning resource center to serve the entire college in a variety of ways).

This section of the Survey concludes with inquiry whether the LRC serves the community off-campus as well as on-campus.

The reader should note the following details about the tables included in this chapter:

- Respondents checked off (X) whether a service was rendered by the LRC or a Media area under supervision of the LRC and specified (+) whether such service was rendered by another unit outside of the supervision of the LRC.

- The references (Table 1) to "Credited Library Courses, Library Workshops/Seminars, Library Tours, In-Classroom Library Lectures, Computer Assisted Instruction, Library Handbook"--are formal ways in which librarians introduce students to the information and materials in the LRC.

- The materials listed in Table 2 on "Circulation Services" are those in the inventory of the Library/LRC as part of a library circulation system. In some instances, therefore, individual colleges may have computer and/or media software but it may not be part of the Library/LRC circulating inventory. In some instances - noted with a + - the materials circulation is supervised by a center other than the LRC.

- In the chart displaying "Electronic Distribution" (Table 3), effort was made to evoke responses as to which colleges had electronic distribution of media in addition to or in lieu of media materials distribution. The references to Audio, Radio, Closed Circuit TV were as self reported in Fall, 1986. References to Television, Teleconferencing, and Satellite Dish TV were updated per the information from the Telecommunications office of the Michigan Community College Association (MCCA).

- In the table displaying responses to the question on instruction and learning support (Table 4), the support services were defined as "Services the LRC provides to faculty and students upon request by some other instructional unit of the college." By that definition, six of the colleges noted that they supervise learning skills laboratories and/or tutorial services in the LRC. Ten others noted that they give regular course support by systematically providing resources to specific courses as from a "reserve" collection. Almost all reported media equipment and training support to the classroom instructor. Ten reported that they provide some form of microcomputer access to the individual student or faculty member.

- The table displaying responses to the question on media development and production services provided by the LRC (Table 5) shows the traditional graphics, photo, printing, duplicating, audio, video services rendered by an LRC. In some instances, however, audio and video production may mean basic duplicating of materials developed elsewhere. In a few instances, original television programs are developed and produced for the instructional or communication purposes of the colleges. This is true where the LRC also renders instructional design development service.

- In Table 6 respondents listed other services rendered by the LRC. The listing of typewriters, word processors, microcomputers, copy machines, implies that the LRC provides a system of student access to such equipment. The other services (classrooms, conference rooms, exhibit space, archives, institutional research) imply that the LRC has a primary responsibility of supporting use of such space or service.

- In the community services question (Table 7), respondents indicated whether the library/LRC circulated books and media software and equipment to other than the students and faculty on campus as part of their circulation system.

TABLE I

KINDS OF LIBRARY/INFORMATION SUPPORT SERVICES PROVIDED

INFORMATION SERVICES

COLLEGE	Reference and Research Support	On-Line Database Searching	Credited Library Courses	Library Workshops/ Seminars	Library Tours	In-Classroom Library Lectures	CAI	Library Handbook	Bibliographic Services
Alpena	X				X		+		X
Bay De Noc	X	X			X				X
C.S. Mott		X			X	X			X
Delta	X	+		X	X				X
Glen Oaks	X				X	X			X
Gogebic	X		+	X	X	X		X	X
Grand Rapids	X	X		X	X	X		X	X
Henry Ford	X	X			X			X	X
Highland Park					X	X		X	X
Jackson	X	X		X	X	X	+	X	X
Kalamazoo	X	X	+		X		+	X	X
Kellogg	X	X	X	X	X	X	X	X	X
Kirtland					X				
Lake Michigan	X				X			X	X
Lansing	X	X		X	X			X	X
Macomb*	X		+	+	X	X		X	X
Mid Michigan	X				X		X		X
Monroe	X				X	X		X	X
Montcalm	X			X	X	X		X	X
Muskegon	X	X	X		X	X		X	X
North Central	X	X			X				
Northwestern	X				X			X	X
Oakland*	X		X	X	X	X		X	X
St. Clair	X	X		X	X	X	X	X	X
Schoolcraft	X			X	X	X		X	X
Southwestern	X	X			X	X		X	X
Washtenaw	X	X	X	X	X		X	X	X
Wayne*	X			X	X			X	X
West Shore	X				X				X

* All Campuses
+ Services Supervised by Other Than LRC

TABLE 2

KINDS OF MATERIALS CIRCULATED BY LIBRARY/LRC TO PATRONS

CIRCULATION SERVICES

COLLEGE	Books	Reserve (lab)	Periodicals	Microfilm	Audio (discs, tape)	Films (8mm,16mm, loops)	Video (discs, tape)	Other (kits, slides)	Computer Software	Special Collections
Alpena	X	X	X	X	X	X	X	X	X	
Bay De Noc	X	X	X	X	X	X	X	X	+	X
C.S. Mott	X	X			X	X	X	X	X	
Delta	X	X	X	X	X	X	X	X	+	
Glen Oaks	X		X	X	X	X	X	X	+	
Gogebic	X	X	X	X	X	X	X	X		X
Grand Rapids	X	X	X	X	X	X	X	X		+
Henry Ford	X	X	X	X	X	X	X	X	X	
Highland Park	X	X	X	X	X	X	+	+	+	
Jackson	X	X	X	X	X	+	+	X	X	
Kalamazoo	X	X	X	X	X	X	X	X	X	
Kellogg	X	X	X	X	X	X	X	X	X	X
Kirtland	X	X	X	X	X	X	X			
Lake Michigan	X	X	X	X	X	X	X	X		X
Lansing	X	X	X	X	X	X	X	X		X
Macomb*	X	X	X	X	X	X	X	X	+	X
Mid Michigan	X	X	X	X	X	X	X	X	X	X
Monroe	X	X	X	X	X	X	X	X	X	X
Montcalm	X	X	X	X	X	X	X			
Muskegon	X	X	X	X	X	X	X	X	+	X
North Central	X	X	X	X	X		X	X		
Northwestern	X	X	X	X	X	X	X	X	X	X
Oakland*	X	X	X	X	X	X	X	X	X	X
St. Clair	X	X	X	X	X	X	X	X	X	X
Schoolcraft	X	X	X	X	X	X		X	X	
Southwestern	X	X	X	X	X	X	X			
Washtenaw	X	X	X	X	X	X	X	X	X	
Wayne*	X	X	X	X	X	X	X	X	X	
West Shore	X	X	X	X		X	X	X		

* All Campuses
+ Services Supervised by Other Than LRC

TABLE 3

KINDS OF ELECTRONIC DISTRIBUTION SUPPORT TO INSTRUCTION AND LEARNING

COLLEGE	Audio Distribution	Radio Station	Closed-Circuit TV	Television Station (B & C)	Tele-conferencing	C & KU Satellite TV
Alpena						X
Bay De Noc			X	X	X	X
C.S. Mott				X	X	X
Delta		+	+	+	+	X
Glen Oaks						X
Gogebic					X	X
Grand Rapids			X	X	X	X
Henry Ford		+				X
Highland Park						X
Jackson				X	X	X
Kalamazoo	X	X	X	X	X	X
Kellogg					X	X
Kirtland			X		X	X
Lake Michigan				X	X	X
Lansing	X	X	X	X	X	X
Macomb*					X	X
Mid Michigan			X		X	X
Monroe		+	X		X	X
Montcalm	X		X		X	X
Muskegon	X		X	X	X	X
North Central	X				X	X
Northwestern			X	X	X	X
Oakland*		+		X	X	X
St. Clair		+		X		X
Schoolcraft						X
Southwestern						X
Washtenaw	X		X	+	X	X
Wayne*	X		X			X
West Shore						

* All Campuses
+ Services Supervised by Other Than LRC

TABLE 4

KINDS OF LEARNING AND INSTRUCTIONAL SUPPORT PROVIDED BY LIBRARY/LRC

COLLEGE	Learning Lab	Tutorial Services	Regular Course Support	Equipment Delivery To Classroom	Projectionists Training, etc	Media User Training	Micro-Computers
Alpena	+	+		X	X	X	+
Bay De Noc	+	X	+	X	X	X	+
C.S. Mott				X	X	X	X
Delta	+	+		X	X	X	+
Glen Oaks	+	+	+	X		X	+
Gogebic	+	+	X	X	X	X	
Grand Rapids	X		X	X	X	X	
Henry Ford	+	+		X	X	X	X
Highland Park	+	+	+	X	X	X	+
Jackson	+	+	+	X	X	X	+
Kalamazoo	X	X	+	X		X	X
Kellogg			X	X		X	X
Kirtland	X		X	X	X		
Lake Michigan	+	+	+	X	X		+
Lansing	+	+	X	X	X	X	X
Macomb[$]	X	X	X	X	X	X	+
Mid Michigan	X	X	X	X	X	X	X
Monroe	X	X	X	X	X	X	X
Montcalm	+	+	+	X	X	X	+
Muskegon	+	+		X	X	X	+
North Central							
Northwestern			X	X	X	X	
Oakland[$]		X	X	X	X	X	
St. Clair	+	+	+	X	X	X	X
Schoolcraft	+	+	+	X	X	X	X
Southwestern				X	X		
Washtenaw				X		X	X
Wayne[$]	+	+	+	X	X	X	+
West Shore	+	+	+	X			+

[$] All Campuses

+ Services Supervised by Other Than LRC

TABLE 5

KINDS OF MEDIA DEVELOPMENT AND PRODUCTION SERVICES PROVIDED BY LRC

COLLEGE	Graphics/ Computer or Manual	Photography	Printing (Print Shop)	Duplicating (Copy Machine)	Audio	CAI	Television Units Modules Courses
Alpena							
Bay De Noc	X	X		+	X	+	X
C.S. Mott	X	X		X	X		X
Delta	X	X	+	X	X		X
Glen Oaks				X	X		
Gogebic	+	+	+	+	X		
Grand Rapids	X	X		X	X		X
Henry Ford	+	+	+	X	X		
Highland Park	+	+	+	X	X	+	+
Jackson	+	X	+	+	X	+	
Kalamazoo	X	X	X	X	X	X	X
Kellogg	X	X	X	X	X	X	X
Kirtland	+	+	+	X	X		
Lake Michigan	+	+	+	X	X		
Lansing	X	X	X	X	X	X	X
Macomb*	+	+	+	+	X		
Mid Michigan	X			X	X		X
Monroe	X	X		X	X		X
Montcalm	+	+	+	+	X		X
Muskegon	X	+	+	+	X	+	X
North Central					X		X
Northwestern	X	X	X	X	X		X
Oakland*	+	X	+	X	X		X
St. Clair	X	X	+	+	X	X	
Schoolcraft	X	X	X	X	+		X
Southwestern	X	X	X	X	X		
Washtenaw		X		X	X	X	X
Wayne*	+	X	X	+	X	X	X
West Shore				X	X		

+ Services Supervised by Other Than LRC
* All Campuses

TABLE 6

OTHER SERVICES PROVIDED BY THE LRC

COLLEGE	AV Maintenance	Type-writers	Word Processors	Micro-computers	Copying Machines	Class-rooms	Conference Rooms	Exhibit Space	Archive/ College Resources	Institutional Research
Alpena	X	+			X		X			
Bay De Noc	X	X	+	+	X	+	X	X	X	
C.S. Mott	X			X	X			X	X	
Delta	X	+		+	X	+	+	+		+
Glen Oaks	X	X	+	+	X		+	+	+	+
Gogebic	X	X			+	+	+	+	+	X
Grand Rapids	X	X			X	X	X	X	X	
Henry Ford	X	X	X	+	+		+	+	X	
Highland Park	X		+	+	X	+	+	X		+
Jackson	X	X	X	X	X	+	+		X	
Kalamazoo	X	X		X	X	X	X	X	X	
Kellogg	X			X	X	X		X	X	
Kirtland	X				X	X	X	X		
Lake Michigan	X	X	+	+	X	X	X	X	X	+
Lansing	X				X	X	X	X	X	
Macomb[a]	+	X	+	+	X	+	+	+	X	+
Mid Michigan	X	X	X	X	X			X		
Monroe	X	X		X	X				X	
Montcalm	X	X	+	+	+	+	+	+	+	
Muskegon	X	+	+	+	X	+	+	X		
North Central	X	X	X	X	X		X	X		
Northwestern	X				X		X	X	X	X
Oakland[a]	X	X	+	+	X	X	X	X	+	X
St. Clair	X	X	X	X	X	+	+	X	+	+
Schoolcraft	X		X	X	X	+	X	X	X	X
Southwestern	X				X					
Washtenaw	X	X	X	X	X		X	X	X	
Wayne[a]	X	X		+	+					
West Shore	X				X			X		

[a] All Campuses

+ Services Supervised by Other Than LRC

TABLE 7

COLLEGE RESOURCES CIRCULATED TO COMMUNITY

COLLEGE	Books	AV Software	AV Equipment
Alpena	Yes	No	Yes
Bay De Noc	Yes	Yes	Yes
C.S. Mott	Yes	No	No
Delta	Yes	No	No
Glen Oaks	Yes	No	No
Gogebic	Yes	Yes	Yes
Grand Rapids	Yes	No	No
Henry Ford	Yes	No	No
Highland Park	No	No	No
Jackson	Yes	Yes	Yes
Kalamazoo	No	No	No
Kellogg	Yes	Yes	Yes
Kirtland	Yes		
Lake Michigan	Yes	No	Yes
Lansing	Yes	No	No
Macomb*	Yes	No	No
Mid Michigan	Yes	Yes	Yes
Monroe	No	No	No
Montcalm	Yes	No	No
Muskegon	Yes	Yes	No
North Central	Yes	Yes	Yes
Northwestern	Yes	No	No
Oakland*	Yes	No	No
St. Clair	Yes	Yes	Yes
Schoolcraft	No	No	No
Southwestern	Yes	No	No
Washtenaw	No	No	No
Wayne*	No	No	No
West Shore	Yes	No	No

* All Campuses

HIGHLIGHTS OF SCOPE OF SERVICES RENDERED BY MICHIGAN LIBRARIES/LRCs

A review of the questions and responses in the tables in this chapter yields the following highlights:

1. All of the learning resource centers provide the traditional reference, research and bibliographic support to students and faculty.

2. Fifteen of the community colleges reported involvement in production of audio, video, graphics and photographic products, but only nine reported any extensive involvement requiring instructional design and/or production facilities.

3. Six of the LRCs provide learning lab instruction and supervision and six LRCs provide tutorial services to students.

4. Ten LRCs provide regular course support with faculty-assigned materials to be used by individual students in the LRCs.

5. All of the LRCs provide some form of faculty and student training in the use of media equipment.

6. Since twenty-three LRCs noted that they circulated books to the community and nine others noted that they circulated media software and equipment, one should keep in mind that most of the LRCs in Michigan belong to networks and consortia (local, state and national) which request and encourage such community service.

7. Although two-thirds of the community colleges are involved in some form of television supported instruction (with telecourses or video modules) only one-third of the colleges produce their own video software. Most profit, therefore, by participating in telecommunication consortia and networks.

CHAPTER III

RESOURCES AND UTILIZATION

Size and Scope of Resources
- Print Collections
- Media Software and Hardware

Collection Use and Distribution
- Printed Materials
- Software and Hardware

Other Library and Media Data

SIZE AND SCOPE OF RESOURCES

The collections and holdings of library/learning resource centers at Michigan community colleges have greatly expanded both in size and variety of format in recent years. This growth parallels the direction and expansion of community colleges program offerings, student enrollments, and teaching and learning styles. The adult learners in the community colleges have come to expect the learning resource centers to provide access to information through telecommunications and computer technology. These developments have increased demands upon the library/learning resource center staff to redevelop both the inventory of resources and the delivery systems. The developments also require the LRC staff to cooperate with networks of information and to master new technical skills in providing information services.

Chapter III examines the size and scope of basic print collections, audio-visual holdings, and their utilization. It also examines the utilization of information services and media production services.

PRINT COLLECTIONS - BOOKS, PERIODICALS, MICROFORMS

The basic library collection consists of books and periodicals. Several factors influence the size of these collections. First, the educational needs of students -- regardless of the size of the institution -- call for a basic library collection. For this reason the ratio of books to students in a smaller college may exceed the ratio found in a larger institution.

A second factor which influences the size and scope of a basic library collection is the mission and consequent educational programs of the particular community college. Some colleges with emphasis on more traditional transfer programs will rely upon the library collection as a primary resource to support and supplement formal classroom instruction. Other colleges with emphasis on field work, lab work, or individual learning labs may be less dependent on the traditional library collection. This report does not examine collections and holdings according to the emphasis of specific courses or program offerings, but the reader may relate some of the tables which show collection size and use data in this chapter with the table in Chapter 1 which shows

college size and number of courses offered. In a previous survey, "Learning Resource Issues" (Appendix N), libraries indicated that the social sciences, health careers, literature, and language students made the greatest demands on the library whereas the applied sciences and technology students were not heavy users.

A third factor which influences the size of basic collections is student enrollment. As institutions grow larger in student enrollments, the need for additional volumes and periodicals also increases, but not in direct ratio to the number of students. The reader may observe in Table 8 that the smaller to middle size colleges (Groups A and B) showed the highest ratio of volumes per students (FYES) - averages of 31 and 29 books per student. The two categories of larger colleges (Groups C and D) show averages of 16 and 11 volumes per student. Table 9 shows that in most of the colleges the number of periodical titles per student remained the same or declined between 1978-1986, but the number of periodical titles in microform increased in each category (Table 10).

A detailed summary of print materials is given in Appendix A.

MEDIA SOFTWARE AND HARDWARE

The increased emphasis in community colleges upon recognizing different learning styles has called for an increase in learning resources beyond the printed page. Formal classroom instruction has been greatly enhanced through the use of audio-visual software and hardware. In many of the colleges, the library/learning resource centers have served as the learning materials distribution center.

As Appendix B shows, all of the colleges support learning with audio and video tapes, motion pictures, film strips, slides, etc. Many also provide mixed forms of media and computer software.

Table 11 shows each college's inventory of software and hardware as available for distribution to students and faculty. It should be noted that in those learning resource centers where auto-tutorial programs and developmental programs are supervised by the LRC staff, the media software and hardware units tend to run higher in number. Also those library/learning resource centers which have closed-circuit audio and video distribution may have less media equipment and software for circulation to individuals since these LRCs distribute electronic signals rather than software and equipment.

Table 14 shows the hours of audio and video closed-circuit use which may be related to software and hardware collection and use. It may also be noted that in some colleges which showed high numbers for software collection in previous years, the record may be low in 1986 because the inventory of software is under the supervision of a unit other than the LRC or the records of inventory are maintained differently.

TABLE 8

BOOK COLLECTION

COLLEGE	Total Volumes Held			Volumes Held Per FYES		
	69-70	77-78	85-86	69-70	77-78	85-86
Group A (Avg.)	(13,631)	(22,269)	(27,689)	(31)	(25)	(31)
West Shore	3,400	10,499	N/A	15	15	
Glen Oaks	14,357	30,249	34,888	25	47	52
North Central	16,508	23,474	24,088	30	26	31
Kirtland	20,000	28,519	41,738	79	29	44
Montcalm	14,225	20,000	23,200	26	25	24
Gogebic	15,975	19,713	22,872	31	20	22
Mid Michigan	10,073	17,723	19,950	27	17	18
Alpena	14,511	27,971	27,086	18	21	23
Group B (Avg.)	(23,299)	(37,852)	(48,805)	(20)	(24)	(29)
Bay De Noc	16,000	22,613	33,520	27	24	25
Monroe	31,665	45,216	46,678	28	34	30
Highland Park	18,153	33,134	25,560	7	16	16
Lake Michigan	30,000	58,000	90,000	21	35	53
Southwestern	13,365	24,000	N/A	20	18	
Northwestern	29,568	43,000	49,588	25	22	25
St. Clair	24,339	39,000	47,487	13	16	22
Group C (Avg.)	(35,620)	(54,344)	(58,865)	(12)	(15)	(16)
Kellogg	25,702	40,597	44,663	13	15	18
Muskegon	27,032	49,960	51,890	11	19	20
Jackson	18,259	36,514	48,831	9	9	15
Kalamazoo	12,455	57,777	71,302	7	20	19
Washtenaw	29,351	48,729	60,840	13	13	15
Schoolcraft	41,103	68,047	64,087	12	15	14
C.S. Mott	95,435	78,785	70,439	22	16	13
Group D (Avg.)	(60,306)	(84,838)	(106,918)	(11)	(10)	(11)
Grand Rapids	33,000	46,728	54,240	8	8	9
Delta	71,324	82,500	96,000	18	14	15
Wayne+		25,832	65,830		2	10
Henry Ford	60,972	73,014	71,807	10	9	10
Lansing	41,500	76,777	105,059	10	9	10
Macomb+	70,000	147,143	169,849	8	12	13
Oakland+	85,042	141,874	185,643	10	14	13

N/A NON APPLICABLE
+ All Campuses

TABLE 9

PERIODICAL HOLDINGS

COLLEGE	Number of Titles Held			Per FYES		
	69-70	77-78	85-86	69-70	77-78	85-86
Group A (Avg.)	(238)	(205)	(210)	(.67)	(.21)	(.24)
West Shore	234	172	200	1.04	.23	.31
Glen Oaks	305	294	271	.49	.44	.40
North Central	143	150	216	.25	.16	.27
Kirtland	300	235	300	2.17	.22	.32
Montcalm	238	184	127	.42	.22	.13
Gogebic	172	166	202	.18	.16	.19
Mid Michigan	183	252	196	.46	.24	.18
Alpena	325	187	169	.36	.07	.14
Group B. (Avg.)	(281)	(363)	(314)	(.19)	(.19)	(.16)
Bay De Noc	150	200	265	.24	.21	.20
Monroe	296	292	302	.25	.21	.19
Highland Park	245	150	103	.09	.07	.06
Lake Michigan	350	350	300	.19	.20	.18
Southwestern	203	253	265	.15	.18	.02
Northwestern	310	380	423	.27	.19	.21
St. Clair	412	914	542	.11	.19	.25
Group C (Avg.)	(418)	(478)	(446)	(.17)	(.15)	(.13)
Kellogg	304	407	525	.11	.15	.21
Muskegon	324	500	268	.13	.18	.11
Jackson	223	367	256	.10	.09	.08
Kalamazoo	540	475	464	.39	.17	
Schoolcraft	572	584	722	.15	.23	.16
Washtenaw	457	536	511	.18	.14	.13
C.S. Mott	507	474	376	.12	.09	.07
Group D (Avg.)	(668)	(793)	(566)	(.11)	(.09)	(.07)
Grand Rapids	229	350	425	.06	.06	.07
Delta	356	621	481	.09	.10	.08
Wayne+		518	430		.04	.06
Henry Ford	776	1,065	600	.13	.13	.08
Lansing	433	1,045	699	.11	.11	.07
Macomb+	642	1,141	761	.06	.09	.06
Oakland+	1,573	808		.18	.07	

+ All Campuses

TABLE 10

PERIODICAL HOLDINGS IN MICROFORM

COLLEGE	Microfilm Reels		Titles Held		Other Units of Microtext	
	77-78	85-86	77-78	85-86	77-78	85-86
Group A (Avg.)	(2,081)	(2,140)	(40)	(75)	(2,359)	(13,444)
West Shore	938	1,091	23	N/A	N/A	N/A
Glen Oaks	2,430	N/A	N.N.	193	N.N.	3
North Central	3,314	4,090	N.N.	N/A	N/A	11,630
Kirtland	1,339	1,500	57	52	15	0
Montcalm	2,550	3,000	25	28	N/A	0
Gogebic	N/A	678	N/A	1	40	31,797
Mid Michigan	1,309	2,112	84	101	9,375	10,344
Alpena	2,688	2,512	10	73	4	--
Group B (Avg.)	(3,013)	(3,704)	(114)	(126)	(3,955)	(15,930)
Bay De Noc	536	1,326	60	110	500	2,000
Monroe	3,736	5,460	103	189	248	547
Highland Park	2,343	2,560	45	25	N/A	N/A
Lake Michigan	113	400	2	3	12,500	28,245
Southwestern	1,450	1,875	51	--	2,572	8,725
Northwestern	6,837	7,929	N.N.	47	N.N.	35,000
St. Clair	6,073	6,375	421	382	N.N.	21,064
Group C (Avg.)	(3,624)	(4,612)	(138)	(155)	(1,048)	(6,135)
Kellogg	1,363	1,452	109	82	358	
Muskegon	4,025	4,706	350	286	250	11,570
Jackson	6,357	8,043	135	110	3,204	6,409
Kalamazoo	2,020	2,319	120	105	358	504
Washtenaw	5,032	6,225	119	74	576	1,260
Schoolcraft	3,308	5,111	63	274	N.R.	10,930
C.S. Mott	3,264	4,431	71	N/A	1,542	N/A
Group D (Avg.)	(6,842)	(7,142)	(405)	(925)	(7,460)	(46,237)
Grand Rapids	1,320	1,805	N.N.	117	N.N.	1,880
Delta	7,300	1,000	400	187	2	165,500
Wayne+	N/A	5,100	N/A	3,200	N/A	1,250
Henry Ford	3,562	6,264	70	456	N/A	8,200
Lansing	2,840	4,604	116	949	6,173	22,900
Macomb+	7,133	8,556	200	688	20,076	24,045
Oakland+	18,898	22,663	834	881	3,589	99,884

+ All Campuses
-- No response
N/A Non Applicable

TABLE 11

AUDIO-VISUAL SOFTWARE AND HARDWARE HOLDINGS

COLLEGE	Software Units			Hardware Units		
	69-70	77-78	85-86	69-70	77-78	85-86
Group A (Avg.)	(1,067)	(1,846)	(2,414)	(53)	(116)	(191)
West Shore	1,657	861	300	94	118	122
Glen Oaks	3,760	1,302	1,897	92	114	200
North Central	400	875	883	31	47	256
Kirtland	400	2,423	1,215	20	76	150
Montcalm	868	1,470	1,906	44	60	142
Gogebic	175	1,187	1,622	63	118	228
Mid Michigan	673	3,570	4,326	47	294	267
Alpena	600	3,082	7,164	30	97	166
Group B (Avg.)	(1,477)	(5,259)	(10,333)	(143)	(160)	(291)
Bay De Noc		762	26,224		131	202
Monroe	3,000	14,041	24,605	350	294	664
Highland Park	2,592	2,456	3,033		107	144
Lake Michigan	160	3,978	6,608	106	220	100
Southwestern	350	10,471	1,160	80	80	97
Northwestern	500	1,477	4,200	15	82	481
St. Clair	2,259	3,628	3,815	166	206	352
Group C (Avg.)	(8,006)	(12,116)	(10,873)	(307)	(472)	(731)
Kellogg	4,738	10,378	8,469	111	795	607
Muskegon	1,846	17,482	6,304	132	488	461
Jackson	1,225	4,304	5,924		47	349
Kalamazoo	11,000	23,070	31,504	200	168	675
Washtenaw	6,179	14,183	4,118	950	726	1,117
Schoolcraft	8,307	12,434	10,987	193	339	429
C.S. Mott	22,750	2,965	8,805	258	744	1,481
Group D (Avg.)	(11,158)	(22,177)	(11,495)	(597)	(714)	(863)
Grand Rapids	665	1,280	2,394	185	592	658
Delta	600	24,221	2,575	360	445	366
Wayne+		5,314	8,105		441	537
Henry Ford		347	2,588		347	136
Lansing	2,100	9,920	13,430	265	648	1,282
Macomb+	2,538	16,592	23,830	725	1,170	1,368
Oakland+	49,888	97,566	27,541	1,451	1,355	1,698

+ All Campuses

COLLECTION USE AND DISTRIBUTION

The use data presented in this report expand upon the data presented in the 1978 report. HEGIS and IPEDS ask only for general circulation of books and periodicals. Many learning resource directors observe, however, that data on circulation of books and periodicals do not reflect use of media software and equipment, AV production data, audio and/or video closed-circuit distribution data, and other service data such as reference and information transactions. Therefore the resource and service utilization data questions were modified to elicit appropriate information in this 1986 report. However, in some instances, the learning resource center directors were not maintaining such data and did not reply (N.A.). Hence, many library/learning resource center directors that noted in question 7, Part II, that they provided TV, audio, graphic services, could not post output data.

CIRCULATION RATES OF PRINTED MATERIALS

An examination of the circulation records of library/learning resource centers provides a general indicator of use. However, such data should be examined with caution, since the level of circulation reported may not accurately reflect the true level of services rendered. In many instances, circulation statistics do not adequately record use made of materials and information used in the learning resource center itself. This is especially true today when there is open access to information on databases, CD-ROM, CAI stations and other interactive information technology.

Within the framework of these limitations, Tables 12, 13, and 14 present comparative circulation statistics for the 29 LRCs.

The data show (Table 15-Grand Total) that the 1986 circulation average per students (FYES) and faculty was very similar to that of 1978. In 1986 there were 18.82 transactions per student and in 1978 there were 18.80 transactions.

All LRCs circulated books and other print materials to students and faculty (Table 12). The data reveal a direct relationship between institutional size and circulation level in general but an inverse relationship between institutional size and the circulation per FYES. These findings suggest that students of smaller institutions tend to use the library more (at least in the print category) than do students of larger institutions. On the other hand,

larger institutions may have a wider scope of career programs that are less library dependent than are the basic academic programs. Also, many of the larger institutions have extensive off-campus or extension programs, not recorded in campus support data.

Eleven LRCs noted that they circulated as much as or more material from periodicals and software than from their book collections (Table 15).

Overall, the state total circulation of print materials is down 10% (declining in eleven LRCs) since 1978. (1,075,783 circulation transactions in 1978 down to 969,494 in 1986.)

Overall, the total number of transactions for all materials - print, software, hardware, electronic distribution - is down 12.6% for the 29 community colleges. (1,554,226 transactions in 1986 compared to 1,778,785 transactions in 1978.) On the other hand, the circulation of AV software and hardware is up 11%. Detailed circulation statistics may be found in Appendices D, and E.

CIRCULATION AND USE OF SOFTWARE AND HARDWARE

To acknowledge that many of Michigan's community college LRCs balance print usage with audio-visual usage, a series of questions were asked in both the 1978 and the 1986 survey that would account for media collection and use. The survey also endeavored to recognize that some LRCs measured use of media through closed-circuit transmission rather than actual distribution of equipment. To reflect this, the term "user hours" is used for data in Tables 14, 15, and 16. (User hours are the product of hours of signal distribution multiplied by estimated audience.)

The reader might note that, although the circulation of AV software and hardware units was up 11% in 1986 over 1978, the closed-circuit video user hours were down 32% and closed-circuit audio down 87%. We may also note that overall hardware holdings are up 38% and software holdings are up 16%. We might infer that, although the software collections have expanded conservatively, the accompanying hardware units have increased twice as much. This may have resulted in an increased use of the software through greater hardware accessibility. Such software utilization, however, may have detracted from the circulation of print materials.

TABLE 12

CIRCULATION OF ALL PRINT MATERIALS

COLLEGE	1985-86	(1977-78)
	TOTALS	
Group A (Avg.)	(12,800)	(11,632)
West Shore	8,625	(3,016)
Glen Oaks	19,695	(27,380)
North Central	--	(4,305)
Kirtland	13,739	(8,114)
Montcalm	4,736	(5,610)
Gogebic	11,145	(6,598)
Mid Michigan	N/A	(27,688)
Alpena	18,860	(10,348)
Group B (Avg.)	(21,720)	(24,215)
Bay De Noc	13,759	(12,423)
Monroe	19,585	(19,503)
Highland Park	5,919	(4,521)
Lake Michigan	18,186	(59,000)
Southwestern	18,623	(15,920)
Northwestern	22,603	(19,192)
St. Clair	53,363	(38,949)
Group C (Avg.)	(31,720)	(27,194)
Kellogg	19,387	(17,745)
Muskegon	51,835	(25,389)
Jackson	35,151	(44,002)
Kalamazoo	31,143	(36,168)
Washtenaw	25,706	(22,253)
Schoolcraft	22,955	(41,797)
C.S. Mott	35,860	(26,005)
Group D (Avg.)	(74,089)	(86,122)
Grand Rapids	70,136	(37,020)
Delta	33,538	(79,006)
Wayne+	128,000	(52,608)
Henry Ford	46,187	(75,184)
Lansing	69,676	(110,545)
Macomb+	111,897	(166,766)
Oakland+	59,186	(81,728)

-- NO RESPONSE
N/A NON APPLICABLE
+ All Campuses

TABLE 13

CIRCULATION OF SOFTWARE AND HARDWARE

COLLEGE	Software 1985-86	Hardware 1985-86	Combined Totals 1985-86	Combined Totals (1977-78)
Group A (Avg.)	(2,134)	(3,646)	(5,050)	(4,566)
West Shore	N.A.	N.A.	N.A.	N.A.
Glen Oaks	3,274	--	3,274	(3,924)
North Central	--	--	--	N.A.
Kirtland	--	--	--	(1,632)
Montcalm	163	443	606	(950)
Gogebic	1,895	5,498	7,393	(3,195)
Mid Michigan	3,306	2,905	6,211	(10,067)
Alpena	2,030	5,737	7,767	(7,628)
Group B (Avg.)	(14,579)	(7,889)	(20,038)	(11,348)
Bay De Noc	6,538	9,998	16,536	(2,920)
Monroe	47,926	14,901	62,827	(36,392)
Highland Park	N.A.	N.A.	N.A.	(1,259)
Lake Michigan	--	6,000	6,000	(3,300)
Southwestern	904	783	1,687	N.A.
Northwestern	5,269	5,875	11,144	(1,112)
St. Clair	12,260	9,775	22,035	(23,103)
Group C (Avg.)	(6,857)	(6,098)	(11,975)	(17,151)
Kellogg	13,258	5,502	18,760	(35,169)
Muskegon	N.A.	7,043	7,043	(19,701)
Jackson	1,916	6,179	8,095	(22,385)
Kalamazoo	6,950	12,380	19,330	(10,575)
Washtenaw	6,384	5,856	12,240	(10,066)
Schoolcraft	176	1,456	1,632	(5,073)
C.S. Mott	12,457	4,271	16,728	(17,090)
Group D (Avg.)	(27,728)	(8,144)	(26,785)	(26,612)
Grand Rapids	5,394	10,951	16,345	(16,472)
Delta	--	1,500	1,500	(35,834)
Wayne+	5,000	2,500	7,500	(19,348)
Henry Ford	40,374	N.A.	40,374	N.A.
Lansing	68,461	12,190	80,651	(42,061)
Macomb+	19,409	15,002	34,411	(20,935)
Oakland+	N.A.	6,722	6,722	(24,020)

-- NO RESPONSE
N/A NON APPLICABLE
+ All Campuses

TABLE 14

HOURS OF AUDIO AND VIDEO CLOSED CIRCUIT USE

User Hours

COLLEGE	Audio 77-78	Audio 85-86	Video 77-78	Video 85-86
Group A (Avg.)	(1,588)	(3,023)	(8,956)	(14,947)
West Shore	N.A.	--	N.A.	--
Glen Oaks	0	0	0	0
North Central	0	--	0	--
Kirtland	0	1,500	300	2,800
Montcalm	500	550	1,000	2,260
Gogebic	N.N.	N/A	N.N.	N/A
Mid Michigan	2,676	7,020	25,568	39,780
Alpena	N.A.	--	N.A.	--
Group B (Avg.)	(5,070)	(0)	(7,625)	(7,200)
Bay De Noc	0	0	0	7,200
Monroe	540	--	7,625	--
Highland Park	N.A.	0	N.A.	0
Lake Michigan	N.A.	N/A	N.A.	N/A
Southwestern	0	--	0	--
Northwestern	N.A.	--	N.A.	N/A
St. Clair	9,600	--	N.N.	--
Group C (Avg.)	(7,116)	(2,250)	(6,382)	(19,736)
Kellogg	6,232	0	12,464	48,858
Muskegon	N.A.	2,250	N.A.	8,655
Jackson	N.A.	N/A	N.A.	N/A
Kalamazoo	N.A.	0	N.A.	1,696
Washtenaw	8,000	N/A	300	N/A
Schoolcraft	N.A.	N/A	N.A.	N/A
C.S. Mott	N.A.	N/A	N.A.	N/A
Group D (Avg.)	(16,955)	(2,465)	(24,860)	(12,275)
Grand Rapids	22,680	4,344	42,040	2,586
Delta	N.A.	--	N.A.	--
Wayne+	1,400	585	300	860
Henry Ford	40,000	N/A	458	N/A
Lansing	4,000	0	41,343	33,380
Macomb+	10,600	N/A	3,260	N/A
Oakland+	23,052	N/A	61,757	500

-- NO RESPONSE
N/A NON APPLICABLE
+ All Campuses

TABLE 15

MEDIA USER HOURS ADDED TO CIRCULATION TOTALS

COLLEGE	Total Print/ Non-Print Circ		Total User Hours		Grand Total	
			Audio	Video		
	1985-86	(1977-78)	1985-86	1985-86	1985-86	(1977-78)
Group A (Avg.)	(15,007)	(15,047)			(22,710)	(18,802)
West Shore	8,625	(3,016)	--	--	8,625	(3,016)
Glen Oaks	22,969	(31,304)	0	0	22,969	(31,304)
North Central	--	(4,205)	--	--	0	(4,205)
Kirtland	13,739	(9,746)	1,500	2,800	18,039	(10,046)
Montcalm	5,342	(6,560)	550	2,266	8,158	(8,060)
Gogebic	18,538	(9,793)	N.A.	N.A.	18,538	(9,793)
Mid Michigan	9,211	(37,775)	7,020	39,780	56,011	(66,019)
Alpena	26,627	(17,976)	--	--	26,627	(17,976)
Group B (Avg.)	(38,870)	(33,943)			(39,898)	(36,498)
Bay De Noc	30,115	(15,343)	0	7,200	37,315	(15,463)
Monroe	82,412	(55,895)	--	--	82,412	(64,060)
Highland Park	5,919	(5,786)	0	0	5,919	(5,786)
Lake Michigan	24,186	(62,300)	N.A.	N.A.	24,186	(62,300)
Southwestern	20,310	(15,920)	--	--	20,310	(15,920)
Northwestern	33,747	(20,304)	--	N.A.	33,747	(20,304)
St. Clair	75,398	(62,052)	--	--	75,398	(71,652)
Group C (Avg.)	(43,734)	(47,631)			(52,513)	(51,488)
Kellogg	38,417	(52,914)	0	48,858	87,275	(71,610)
Muskegon	58,878	(45,090)	2,250	8,655	69,783	(45,090)
Jackson	43,246	(66,387)	N.A.	N.A.	43,246	(66,387)
Kalamazoo	50,473	(46,743)	N.A.	1,696	52,169	(46,743)
Washtenaw	37,946	(32,319)	N.A.	N.A.	37,946	(40,619)
Schoolcraft	24,587	(46,870)	N.A.	N.A.	24,587	(46,870)
C.S. Mott	52,588	(43,095)	N.A.	N.A.	52,588	(43,095)
Group D (Avg.)	(100,875)	(108,760)			(106,911)	(144,640)
Grand Rapids	86,481	(53,492)	4,344	2,586	93,411	(118,212)
Delta	35,038	(114,900)	--	--	35,038	(114,900)
Wayne+	135,500	(71,956)	585	860	136,945	(73,656)
Henry Ford	86,561	(75,184)	N.A.	N.A.	86,561	(115,642)
Lansing	150,327	(152,606)	0	33,380	183,707	(197,949)
Macomb+	146,308	(187,701)	N.A.	N.A.	146,308	(201,561)
Oakland+	65,908	(105,748)	N.A.	500	66,408	(190,557)

-- NO RESPONSE
N/A NON APPLICABLE
+ All Campuses

TABLE 16

CIRCULATION RATIOS PER FYES AND FACULTY

COLLEGE	Books/ Periodicals Per FYES & Faculty		Software/ Hardware Per FYES & Faculty		A-V User Hours		Grand Total	
	1985 -86	(1977 -78)	1985 -86	(1977 -78)	1985 -86	(1977 -78)	1985 -86	(1977 -78)
Group A (Avg.)	(14.72)	(12.55)	(4.91)	(3.83)	(16.52)	(9.63)	(23.21)	(19.15)
West Shore	13.39	(4.0)	N.A.	(N.A.)	0		13.39	(4.0)
Glen Oaks	29.09	(41.0)	4.83	(5.0)	0	(0)	33.92	(46.9)
North Central	--	(4.5)	--	(N.A.)	0	(0)	--	(4.5)
Kirtland	14.58	(7.7)	--	(1.5)	4.56	(.3)	19.14	(9.5)
Montcalm	4.86	(6.6)	0.62	(1.1)	2.88	(1.8)	8.36	(9.5)
Gogebic	10.57	(6.5)	7.01	(3.1)	0	(N.M.)	17.58	(9.6)
Mid Michigan	--	(26.2)	5.59	(9.5)	42.12	(26.8)	47.71	(62.5)
Alpena	15.83	(3.9)	6.52	(2.8)	0	(0)	22.35	(6.7)
Group B (Avg.)	(12.08)	(19.6)	(12.24)	(6.9)	(3.6)	(3.27)	(23.59)	(25.34)
Bay De Noc	10.43	(15.0)	12.53	(3.0)	5.45	(.1)	28.41	(18.1)
Monroe	12.61	(14.1)	40.48	(26.3)	1.75	(5.9)	54.84	(46.3)
Highland Park	3.70	(2.1)	N.A.	(.6)	0	(N.A.)	3.7	(2.7)
Lake Michigan	10.80	(69.8)	3.56	(1.8)	0	(N.A.)	14.36	(71.6)
Southwestern	10.63	(11.3)	0.96	(N.A.)	0	(0)	11.59	(11.3)
Northwestern	11.27	(9.5)	5.55	(.5)	0	(N.A.)	16.82	(10.0)
St. Clair	25.10	(15.4)	10.36	(9.2)	0	(3.8)	35.46	(28.4)
Group C (Avg.)	(9.27)	(8.14)	(24.24)	(5.03)	(8.15)	(4.4)	(16.21)	(14.43)
Kellogg	7.82	(6.3)	7.56	(12.6)	19.70	(6.7)	35.00	(25.6)
Muskegon	20.43	(9.1)	2.77	(7.1)	4.30	(N.A.)	27.50	(16.2)
Jackson	10.47	(10.8)	2.41	(5.3)	0	(0)	12.88	(15.9)
Kalamazoo	8.14	(11.7)	5.05	(3.4)	0.44	(N.A.)	13.63	(15.1)
Washtenaw	6.31	(5.7)	3.00	(2.6)	0	(2.1)	9.31	(10.4)
Schoolcraft	5.07	(8.5)	0.36	(1.0)	0	(N.A.)	5.43	(9.5)
C.S. Mott	6.63	(5.1)	3.09	(3.2)	0	(N.A.)	9.72	(8.3)
Group D (Avg.)	(8.73)	(7.89)	(2.91)	(18.4)	(1.13)	(4.93)	(13.71)	(14.74)
Grand Rapids	11.29	(6.3)	2.63	(2.8)	1.11	(11.1)	15.03	(20.2)
Delta	5.30	(3.5)	0.23	(5.9)	0	(N.A.)	5.53	(9.4)
Wayne+	18.69	(4.1)	1.09	(1.5)	0.21	(.1)	19.99	(5.7)
Henry Ford	6.48	(9.0)	5.66	(N.A.)	0	(4.8)	12.14	(13.8)
Lansing	6.63	(11.6)	7.67	(4.4)	3.17	(4.7)	17.47	(20.7)
Macomb+	8.54	(13.1)	2.62	(1.6)	0	(1.1)	11.16	(15.8)
Oakland+	4.16	(7.6)	0.47	(2.2)	0.03	(7.8)	4.66	(17.6)

-- NO RESPONSE
N/A NON APPLICABLE
+ All Campuses

OTHER LIBRARY AND MEDIA SERVICES DATA

Another way of measuring the output of library and media services is to record the number of service transactions performed by LRC staff.

Table 17 reflects the amount of reference/research assistance given by librarians to individual students and faculty. It also shows the recorded number of straight information answers given to LRC students asking how or where to access information. (See Appendix Q, HEGIS definitions, for further detail on defining these transactions.)

Appendix F gives the detail on information service transactions performed by LRC staff. It also includes the number of database searches conducted by library staff. Thirteen LRCs reported (in Table 1) that they used computerized database searches to provide specialized information.

Table 18 shows the effort of the surveys both in 1978 and 1986 to record media production services output. Respondents were to note the number of hours spent in media production services to faculty, staff, and students in the year 1985-86. If the data were not available, respondents were asked to check N.A.. The reader may wish to compare the recorded data with the responses given in Table 5 where the colleges indicated whether they provide media development and production services. In many instances, media services are provided, but records of the hours of service are not maintained. See Appendix G for detailed data.

TABLE 17

REFERENCE/DIRECTIONAL TRANSACTIONS PER TYPICAL WEEK

COLLEGE	Total Reference Transactions Per Week		Total Directional Transactions Per Week	
	77-78	85-86	77-78	85-86
Group A (Avg.)	(93)	(63)	(144)	(80)
West Shore	90	100	175	50
Glen Oaks	N.M.	N/A	N.M.	N/A
North Central	65	--	200	--
Kirtland	107	55	80	78
Montcalm	75	50	75	100
Gogebic	N.M.	80	N.M.	90
Mid Michigan	71	69	35	149
Alpena	150	25	300	10
Group B (Avg.)	(90)	(83)	(107)	(83)
Bay De Noc	100	75	200	100
Monroe	118	164	N.A.	20
Highland Park	100	110	150	80
Lake Michigan	135	60	350	200
Southwestern	60	39	50	84
Northwestern	30	70	40	80
St. Clair	89	61	53	15
Group C (Avg.)	(135)	(142)	(310)	(695)
Kellogg	50	59	69	58
Muskegon	100	170	65	150
Jackson	125	90	175	125
Kalamazoo	125	125	N.A.	N/A
Washtenaw	126	108	1,181	3,630
Schoolcraft	N.M.	151	N.M.	126
C.S. Mott	284	289	58	78
Group D (Avg.)	(481)	(866)	(586)	(632)
Grand Rapids	175	140	N.M.	62
Delta	284	--	210	--
Wayne+	1,038	750	1,442	125
Henry Ford	350	450	250	90
Lansing	303	750	30	539
Macomb+	502	2,054	3,990	2,399
Oakland+	718	1,050	400	575

-- No response
N/A Non Applicable
+ All Campuses

TABLE 18

ANNUAL MEDIA PRODUCTION HOURS

COLLEGE	Production of Graphics/ Printing		Video Producing & Recording		Audio Producing & Recording		Production of Photographic Products	
	77-78	85-86	77-78	85-86	77-78	85-86	77-78	85-86
Group A (Avg.)	(1,015)	(0)	(41)	(85)	(23)	(198)	(0)	(0)
West Shore	N.A	N/A	N.A.	N/A	N.A.	N/A	N.A.	N/A
Glen Oaks	N.A.	N/A	N.A.	N/A	N.A.	N/A	N.A.	N/A
North Central	N.A.	--	N.A.	--	N.A.	--		--
Kirtland		--	50	--	30	--		--
Montcalm	N.A.	N/A	30	200	30	25	300	N/A
Gogebic	2,000	N/A	44	25	N.A.	N/A	N.A.	N/A
Mid Michigan	N.A.	N/A	N.A.	N/A	N.A.	N/A	N.A.	N/A
Alpena	30	N/A		30	10	370		N/A
Group B (Avg.)	(0)	(2,047)	(195)	(502)	(300)	(200)	(275)	(0)
Bay De Noc	N.A.	N/A	75	N/A	50	N/A	100	N/A
Monroe	N.A.	N/A	N.A.	29	N.A.	N/A	N.A.	N/A
Highland Park	1,000	640	10	40	550	200	450	20
Lake Michigan	N.A.	300	N.A.	N/A	N.A.	N/A	N.A.	N/A
Southwestern	N.A.	N/A	N.A.	N/A	N.A.	N/A	N.A.	N/A
Northwestern	N.A.	5,200	N.A.	1,590	N.A.	700	N.A.	--
St. Clair	N.A.	N/A	500	347	N.A.	N/A	N.A.	N/A
Group C (Avg.)	(2,060)	(2,272)	(644)	(1,970)	(369)	(1,094)	(916)	(1,048)
Kellogg	5,120	4,250	943	550	495	500	1,520	3,200
Muskegon	1,040	N/A	242	N/A	N.N.	N/A	1,040	N/A
Jackson	N.A.	N/A	N.A.	2,000	N.A.	2,500	N.A.	N/A
Kalamazoo		392		78		419		1,582
Washtenaw	400	3,851	N.A.	2,063	400	2,847	600	63
Schoolcraft	N.A.	2,548	N.A.	6,000	N.A.	200	N.A.	225
C.S. Mott	1,678	319	748	1,172	211	95	504	171
Group D (Avg.)	(8,355)	(5,172)	(2,169)	(2,249)	(1,755)	(799)	(1,801)	(2,068)
Grand Rapids		327		2,496		277		1,500
Delta	6,000	--	100	260	150	2,000	2,650	
Wayne+	130	300	85	500	2,000	250	1,200	--
Henry Ford	N.A.	N/A	N.A.	N/A	N.A.	N/A	N.A.	N/A
Lansing	8,960	10,663	6,500	8,906	1,919	1,760	1,500	1,850
Macomb+	15,100	9,400	2,800	117	250	137	1,200	4,600
Oakland+	1,586	N/A	1,360	1,220	4,460	375	2,458	325

-- NO RESPONSE
N/A NON APPLICABLE
+ All Campuses

CHAPTER IV

RESOURCES: PERSONNEL, FACILITIES, FINANCES

Capacity to Serve: Personnel

Capacity to Serve: Facilities

Capacity to Serve: Budget

ALLOCATION OF RESOURCES TO LRC FUNCTIONS

The previous chapters have focused on the scope of learning resources, services and outcomes of the 29 community college LRCs. This chapter develops and presents comparative data on the other resources necessary to support the services. It looks at the numbers and kinds of staff in LRCs, the capacity of LRC facilities to house the resources and the students using resources, and the budgets allocated to the basic functions of learning resource services.

CAPACITY TO SERVE: PERSONNEL

Since personnel are as necessary for learning resource services as the resources themselves, we compare the numbers and proportions of professional staff (faculty), technical staff, clerical staff, administrators, and student aides working in learning resource centers in 1986 and in 1978. By training and position, professional staff include librarians and media specialists; technicians include media technicians, graphic artists, library technicians, etc.; clerical include secretaries, library clerks, etc. Student aide assistance (in most LRCs necessary for maintaining public service hours) was also noted, and categorized into full-time equated staff with 2,000 hours equaling one FTE staff position.

Tables 19a and 19b present the actual number of full and part-time employees by these categories. Appendix I presents staff in the same categories on a full-time equated basis. Appendix H shows the same employees (not including the student aides) as assigned to library functions, AV functions, or other LRC functions. Reviewing these tables and appendices, the reader might note the following:

- Major changes (1986 compared to 1978) in the numbers and kinds of personnel may be found in ten of the 29 community colleges, four colleges noting increases in full-time personnel, six colleges noting decreases in full-time personnel.
- Overall professional personnel had a slight decrease (nine) across the 29 community colleges. Part-time professionals increased from twenty-six in 1978 to sixty-nine in 1986.
- LRC technicians show a decline of fifteen employees, but part-time technicians increased by twenty employees. Clerical/secretarial personnel remained at nearly the same.
- The services of student-aides are heavily used in most LRCs. Student-aide hours were down 17% from 345,000 hours (1978) to 288,000 hours (1986).

Looking at overall staffing of the LRCs, we may note that, although full-time employment was down by thirty people (327 down to 297), part-time employment was up 80% (83 part-time up to 150).

CAPACITY TO SERVE: FACILITIES

The facilities supporting learning resource functions are also essential to library/LRC utilization. For the first time, the 1986 survey asked respondents to summarize the square footage and seating capacity of the "public service" areas: library square footage and seating, learning labs and stations, and other public areas under the supervision of the LRC. This excludes staff offices, technical service areas, production areas and storage areas not accessible to the public. Appendix K displays the responses of the 29 community colleges. Illustrations of "other public areas" can be found in Table 6 with references to classrooms, conference rooms, exhibit space, archives, etc..

The square footage and seating of the libraries vary greatly regardless of the size and scope of the community colleges. More detailed questions would have to be asked about the relationship of programs to the LRC and the relationship of LRC to other seating areas at the respective colleges - to draw any conclusions about the adequacy of LRC facilities. However, according to National Library Standards (Metcalfe), a college library should provide one seat (25 square feet) per five FTE students. Recognizing that many community college students commute or are in classes off campus, one might reasonably adjust the standard to one seat per ten FTE students. Ten FTE students enrolled for a minimum of 120-160 class hours per week might be expected to use the LRC for a minimum total of 30-40 hours per week for research or study. Multiplying these assumed minimum hours of student use by the colleges FTE may render a base minimum standard for LRC functions.

According to these revised minimum standards, ten of the fourteen larger colleges (C & D categories) may have inadequate seating with 45% to 300% fewer seats than needed. On the other hand, thirteen of the fifteen smaller colleges (A & B categories) may have adequate seating.

While one recognizes that many LRCs now support learning at a distance with telecommunications, experience shows that more seating will be needed as current trends in individualized interactive learning will call for more systematic management of learning resources. These systems will call for software to be used by individuals at supervised learning stations, such as in learning resource centers.

CAPACITY TO SERVE: BUDGET

The level of financial support for community college library/learning resource services increased in the past eight years as a consequence of enrollment growth, expanded library/learning resource functions, the development of new community college courses and program offerings, and the increased cost of operation. The total LRC budgets increased from $8.7 million (1978) to $13.9 million (1986).

Table 20 displays the allocation of LRC budgets in actual dollars for 1985-86, and compares LRC expenditures per FYES 1985-86 with 1977-78. The Table also displays for each college the percentage of the total institutional operating budget allocated the LRC in 85-86 and 77-78. (Institutional budgets for 1978 and 1986 are presented in Chapter 1 - Background Data).

One might note that the 1986 general operational budgets of all Michigan community colleges increased 68% over 1978 budgets. That was a 62% increase in dollars per FYES. Total LRC budgets increased 60% in the same eight years rising from 3.6% to 3.7% of total college budgets. The overall LRC expenditures per student rose, therefore, from $86.66 to $133.93 per FYES. Table 20 shows that there were greater increases in LRC expenditures per FYES in the medium size colleges (Groups B and C) as compared with the smaller (Group A) and the larger (Group D). Appendix L summarizes the total expenditures of the LRCs as to library service costs, media service costs, and other costs.

To examine how the dollars were spent in the LRCs, respondents were asked to note their 1985-86 budgets in such categories as personnel, books, AV software and hardware, other expenditures, etc. as they had submitted such data in past HEGIS surveys and current IPEDS survey. Respondents detailed actual budgets per the categories displayed in Appendix M. The percentages for these same categories, displayed in Table 21, were derived by dividing the actual dollars per category into the total dollars for the respective LRC budget. We may note from Table 21 that the average percent of dollars spent from LRC budgets in personnel stayed the same, 68% in 1978 and in 1986. Dollars spent from LRC budgets on print materials averaged 16.5% in 1978, but decreased to 15% in 1986. Expenditures for the acquisition of media software and hardware increased from 10.2% to 12.7%. Other expenditures (including supplies, service contracts, office expenses, etc.) decreased from 5.5% (1978) to 4.5% (1986).

We may conclude that the $5.2 million increase in learning resource center budgets across the State between 1978 and 1986 was used primarily for salary increases of existing staff and for an approximate million dollar increase in media.

When the directors of LRCs were asked in the 1985 survey (see Appendix N - "Learning Resource Issues") what their top three priorities would be if they should receive substantial increases in financial support, they noted that their priorities would rank in this order: resource acquisition, staffing, major computer systems, equipment, facilities, learning lab support and telecommunications support.

TABLE 19a

NUMBER OF FULL TIME AND PART TIME EMPLOYEES BY LRC CATEGORY

COLLEGE	Professional Ft 1985-86	Professional Pt 1985-86	Professional Ft (1977-78)	Professional Pt (1977-78)	Technician Ft 1985-86	Technician Pt 1985-86	Technician Ft (1977-78)	Technician Pt (1977-78)	Clerical Ft 1985-86	Clerical Pt 1985-86	Clerical Ft (1977-78)	Clerical Pt (1977-78)
Group A (Avg.)	(1.5)	(1.0)	(1.5)		(1.2)	(2.3)	(1.5)	(1.0)	(1.0)	(3.0)	(1.0)	(1.0)
West Shore	1						2		1	1	1	
Glen Oaks	1		1		1		2		1	2	1	1
North Central	1				1						1	
Kirtland	1				2	2	1			6		1
Montcalm					1			1				1
Gogebic	1						1	1	1		1	
Mid Michigan	4	1			1	3	1	1			1	1
Alpena	0	0	2		0	2	2		0	0		
Subtotal	9	1	3		6	7	9	3	3	8	5	3
Group B (Avg.)	(2.33)	(2.4)	(3.4)	(1.0)	(3.6)	(1.5)	(2.16)	(1.0)	(3.16)	(1.0)	(2.42)	(1.0)
Bay De Noc	1	2	1		0	2	1		1	0	1	1
Monroe	2	4	3		2		1		3	1	4	
Highland Park	2	3	9		1		3		3		5	
Lake Michigan	3								2		1	
Southwestern					2		1				1	
Northwestern	3	1	1		2	0	1		4	0	4	
St. Clair	3	2	3	1	1	1	6	1	6		1	
Subtotal	14	12	17	1	8	3	13	1	19	1	17	1
Group C (Avg.)	(2.8)	(2.4)	(3.8)	(1.5)	(2.8)	(3.0)	(3.0)	(1.5)	(5.8)	(3.3)	(5.14)	(1.6)
Kellogg	4	2	4	2	0	0		1	3	3	5	1
Muskegon	3	3	8	1	4		5	2	5		5	1
Jackson	3	1	2		2	1	1		1		1	
Kalamazoo	3		3		3		7		10	6	6	1
Washtenaw	2	3	3	1	0	4	1		10	1	11	
Schoolcraft	4		5		3	4			5		3	1
C.S. Mott	1	3			2	0	1		7	0	5	4
Subtotal	20	16	27	2	14	9	15	3	41	10	36	9
Group D (Avg.)	(7.1)	(7.4)	(6.3)	(3.2)	(7.8)	(14.5)	(7.4)	(5.2)	(5.0)	(3.7)	(6.0)	(2.2)
Grand Rapids	3		4	1	3		2		4		4	
Delta	3				1		4		5		7	
Wayne+	9	10	2				1	3.5	2		2	2
Henry Ford	4	7	5	3	3		1		3	5	4.5	2
Lansing	7	5	6	4	15	13	16	5.8	2	5	5	3
Macomb+	14	13	12	3	9	16	12	8.2	15	3	15	
Oakland+	9	2	9	5	16		16	2.5	4	1.75	5	2
Subtotal	49	37	34	16	46	29	52	21	35	14	42.5	9
GRAND TOTAL	92	66	81	19	74	48	89	28	98	33	100.5	22

-- NO RESPONSE
+ All Campuses
(1) Hours reported/2000=FTE of Student Aides

TABLE 19b

NUMBER OF FULL TIME AND PART TIME EMPLOYEES BY LRC CATEGORY (Continued)

Administrative Ft 1985-86	Administrative Pt 1985-86	Administrative Ft (1977-78)	Administrative Pt (1977-78)	Student Aides FTE (1) 1985-86	Student Aides FTE (1) (1977-78)	Total Ft 1985-86	Total Pt 1985-86	Total Ft (1977-78)	Total Pt (1977-78)	COLLEGE
(1.3)	(1.0)	(1.2)	(1.0)	(1.2)	(1.7)	(3.2)	(3.8)	(3.1)	(1.8)	Group A (Avg.)
		2		.80	.5	2	1	5		West Shore
				.20	.3	3	1	4		Glen Oaks
		1		1.17	3	2		2		North Central
1		1		1.20	1.3	2	8	2		Kirtland
1			1	.37	1	2			4	Montcalm
		1		4.20	1.25	2		4		Gogebic
1			1	.56	1	6	4	2	3	Mid Michigan
1	1			1.25	6	1	3	4		Alpena
4	1	5	2	9.75	14.35	22	17	22	9	Subtotal
(1.5)		(2.3)		(3.8)	(5.73)	(7.1)	(3.2)	(8.6)	(2.0)	Group B (Avg.)
1	0	2		1.80	2	3	4	4	2	Bay De Noc
1		1			2.1	8	5	9		Monroe
				.33	4	6	3	17		Highland Park
1		4		7.30	12.0	6		5		Lake Michigan
1		1		.91	3	3		3		Southwestern
4	0	5		9.93	4	13		11		Northwestern
1		1		2.67	13	11	3	11	2	St. Clair
9		14		22.94	40.1	50	15	60	4	Subtotal
(2.1)	(0)	(1.40)	(2.25)	(4 .9)	(5.9)	(12.5)	(4.4)	(12.1)	(3.5)	Group C (Avg.)
1	0	1		6.99	13.8	8	5	10	4	Kellogg
1				4.92	4	13		18	4	Muskegon
				3.30	3	6	2	4		Jackson
2		2		3.20	8.3	18	6	18	1	Kalamazoo
3	0	2		3.18	4	15	8	17	1	Washtenaw
1		1		6.60	3.5	13	8	9	2	Schoolcraft
4	0	1	2.25	6.32	5.3	14	3	9	7	C.S. Mott
12	0	7	2.25	34.5	41.9	87	32	85	21	Subtotal
(1.3)	(1.0)	(4.1)	(1.5)	(11.0)	(10.8)	(19.7)	(16.6)	(22.6)	(8.1)	Group D (Avg.)
1		1		10.62	5.8	11		11		Grand Rapids
1		6		10	5	10		17		Delta
1		7	1	.60	12	12		12	6	Wayne+
1		1		4.54	5.4	11	12	11.5	4	Henry Ford
2	1	6	2	24.6	22.3	26	24	33	13	Lansing
2	1	4		21.53	24.5	40	33	43	10	Macomb+
0				5.27	1.2	28	4	30	5	Oakland+
8	2	25	3	77.16	76.20	138	83	158	49	Subtotal
33	3	51	7.25	144.35	172.55	297	147	327	83	GRAND TOTAL

TABLE 20

ALLOCATION OF LRC BUDGET
(Actual Dollars, LRC Percentage of College Budget, Expenditures per FYES)

COLLEGE	LRC 1985-86 Budget $ *	% of Institutional Operating Budget Allocated for Library/ Learning Resource Centers 1985-86	(1977-78)	Expenditures Per FYES 1985-86	(1977-78)
Group A (Avg.)	(111,699)	(3.1)	(3.0)	(106.57)	(77.40)
West Shore	113,186	3.00	(3.1)	175.75	(88.41)
Glen Oaks	105,960	3.36	(3.6)	156.51	(104.58)
North Central	178,835	5.77	(2.2)	45.10	(42.97)
Kirtland	128,000	3.36	(4.0)	135.88	(99.98)
Montcalm	79,853	2.25	(3.5)	81.98	(78.29)
Gogebic	86,577	2.35	(3.2)	82.14	(86.20)
Mid Michigan	104,169	2.72	(3.3)	93.76	(80.39)
Alpena	97,019	2.21	(1.7)	81.46	(38.41)
Group B (Avg.)	(307,923)	(4.2)	(3.9)	(165.92)	(100.75)
Bay De Noc	242,356	5.70	(4.9)	183.74	(144.35)
Monroe	426,975	5.73	(5.6)	275.11	(157.07)
Highland Park	153,900	2.52	(1.8)	16.40	(53.20)
Lake Michigan	258,581	3.32	(3.5)	153.64	(76.33)
Southwestern	129,746	2.57	(3.0)	74.09	(58.62)
Northwestern	510,520	5.51	(4.6)	254.62	(119.78)
St. Clair	433,385	4.65	(4.0)	203.84	(95.90)
Group C (Avg.)	(570,026)	(4.0)	(3.9)	(156.44)	(98.05)
Kellogg	386,100	3.88	(4.9)	155.74	(118.59)
Muskegon	554,428	5.03	(6.6)	218.62	(169.40)
Jackson	235,089	1.70	(2.0)	70.07	(41.50)
Kalamazoo	858,136	7.81	(4.3)	224.40	(104.40)
Washtenaw	641,135	3.40	(3.7)	157.48	(101.37)
Schoolcraft	704,415	4.04	(2.5)	155.74	(61.73)
C.S. Mott	610,880	2.80	(3.3)	113.06	(89.35)
Group D (Avg.)	(987,360)	(3.2)	(3.4)	(110.71)	(71.76)
Grand Rapids	507,715	2.46	(1.8)	81.74	(38.66)
Delta	521,453	2.17	(2.7)	82.53	(63.22)
Wayne+	675,000	2.07	(1.8)	98.56	(31.53)
Henry Ford	504,550	1.87	(3.2)	70.84	(63.41)
Lansing	1,662,000	4.78	(5.4)	158.22	(127.19)
Macomb+	1,665,314	4.03	(5.6)	127.14	(107.68)
Oakland+	1,375,493	5.43	(3.5)	155.87	(70.60)
TOTAL GROUP AVERAGE		3.6	3.5	134.91	86.99

-- NO RESPONSE
N/A NON APPLICABLE
+ All Campuses
* Self-Reported

TABLE 21

PERCENTAGE OF LRC BUDGET ALLOCATED TO VARIOUS PURPOSES

COLLEGE	(1) Staff Salaries	(1) Student Wages	(2) Books	(2) Period-icals	(3) Purchase A-V Software	(3) Mtnce. A-V Hardware	(3) Purchase A-V Hardware	(4) Office/ Service Supplies	(4) Other	Base Total of Expenditures (w/o Benefits)
Group A (Avg.)	62.0%	2.0%	10.0%	10.0%	5.0%	2.0%	7.0%	2.0%	0.0%	
West Shore	66.8	0.0	13.0	13.0	6.4	0.0	0.0	0.7	0.0	$ 72,488
Glen Oaks	56.6	0.0	15.5	8.6	10.8	4.9	1.6	1.9	0.1	88,414
North Central	54.2	5.5	0.0	12.6	3.4	0.9	20.7	2.6	0.0	83,494
Kirtland	96.3	2.5	0.0	0.0	0.0	0.0	0.0	1.2	0.0	67,900
Montcalm	54.6	1.0	10.0	10.5	0.8	1.0	19.4	2.2	0.4	76,845
Gogebic	51.1	2.3	16.4	15.0	5.1	1.7	4.5	3.5	0.2	76,469
Mid Michigan	59.6	2.5	11.2	7.3	6.8	3.4	4.5	3.0	1.7	105,247
Alpena	57.1	0.0	13.4	10.3	6.1	1.5	8.7	2.1	0.6	84,884
Group B (Avg.)	60.0%	6.0%	10.0%	6.0%	6.0%	4.0%	3.0%	5.0%	1.0%	
Bay De Noc	51.3	9.9	10.9	5.0	11.3	4.9	3.2	3.5	0.0	$ 183,773
Monroe	63.5	8.2	7.5	4.2	7.0	0.9	4.5	2.1	2.1	353,317
Highland Park	78.0	0.0	15.8	3.7	2.5	0.0	0.0	0.0	0.0	126,312
Lake Michigan	52.0	11.6	10.2	6.2	0.2	4.8	10.0	5.1	0.0	254,128
Southwestern	51.6	6.2	13.5	8.7	5.8	2.3	0.0	10.5	1.5	103,633
Northwestern	53.6	7.2	4.2	3.6	10.6	6.5	3.0	10.4	0.8	468,556
St. Clair	70.3	0.0	7.8	7.5	3.5	7.0	0.0	3.9	0.0	366,138
Group C (Avg.)	66.0%	8.0%	7.0%	5.0%	3.0%	3.0%	4.0%	2.0%	2.0%	
Kellogg	59.5	11.1	6.0	3.7	8.4	2.4	7.2	1.0	0.8	$ 449,619
Muskegon	71.6	4.5	6.3	3.6	4.1	0.5	4.7	0.8	3.9	433,845
Jackson	56.4	10.7	13.1	7.8	2.7	4.8	2.4	2.0	0.0	218,953
Kalamazoo	70.3	8.2	6.7	2.2	2.3	0.0	8.3	0.0	2.1	739,327
Washtenaw	71.7	4.2	9.7	7.5	1.2	1.8	0.0	3.6	0.3	527,298
Schoolcraft	60.3	8.6	6.4	5.3	2.4	5.0	3.5	6.8	1.7	597,292
C.S. Mott	69.9	6.5	4.3	3.8	2.8	4.3	0.0	2.9	5.3	497,027
Group D (Avg.)	60.0%	8.0%	8.0%	4.0%	5.0%	5.0%	4.0%	4.0%	2.0%	
Grand Rapids	58.8	10.4	9.0	3.7	7.2	0.2	6.1	4.5	0.0	$ 428,893
Delta	56.5	13.8	11.4	5.7	0.0	0.0	0.0	12.7	0.0	457,000
Wayne+	40.2	1.5	19.3	2.3	2.3	15.5	15.5	3.1	0.8	647,000
Henry Ford	67.2	1.2	0.0	8.3	12.0	4.8	2.3	2.3	1.8	458,702
Lansing	54.0	13.4	6.0	4.0	6.5	5.6	2.3	3.7	4.4	1,464,668
Macomb+	63.6	12.9	5.6	3.6	8.7	4.5	0.0	1.1	0.0	1,556,867
Oakland+	79.9	0.9	6.1	3.0	1.3	4.0	0.0	1.3	3.5	1,064,082

Percentages established from Question VI, 3, data submitted by community college LRC directors
+ All Campuses

APPENDICES

APPENDIX A
Inventory - Print
Part III: Resources & Utilization (1)

What is the scope and variety of your Library/LRC print materials?

COLLEGE	Books (volumes)	Books (titles)	Reels of Microfilm	Titles of Microfilm	Physical Units Other Microform	Titles of Other Microform	Periodical Titles Currently Received	Volumes Government Document Collection
Alpena	27,086	24,946	2,512	73	--	107	169	N/A
Bay De Noc	33,520	25,705	1,326	110	2,000	1,765	265	0
C.S. Mott	70,439	N/A	4,431	N/A	N/A	N/A	376	N/A
Delta	96,000	89,027	10,000	187	165,500	N/A	481	40,000
Glen Oaks	34,888	30,780	N/A	193	3	3	271	N/A
Gogebic	22,872	19,764	678	1	31,797	57	202	N/A
Grand Rapids	54,240	N/A	1,805	117	1,880	17	425	N/A
Henry Ford	71,807	N/A	6,264	456	8,200	N/A	600	N/A
Highland Park	25,560	N/A	2,560	25	N/A	N/A	103	N/A
Jackson	48,831	41,440	8,043	110	6,409	37	256	N/A
Kalamazoo	71,302	67,737	2,319	105	504	504	N/A	N/A
Kellogg	44,663	38,317	1,452	82		257	525	N/A
Kirtland	41,738	37,532	1,500	52	0	0	300	0
Lake Michigan	90,000	45,349	400	3	28,245	10	300	N/A
Lansing	105,059	100,059	4,604	949	22,900	--	699	N/A
Macomb+	169,849	106,024	8,556	688	24,045	22	761	3,772
Mid Michigan	19,950	17,749	2,112	101	10,344	18	196	0
Monroe	46,678	43,595	5,460	189	547	N/A	302	N/A
Montcalm	23,200	22,700	3,000	28	0	0	127	0
Muskegon	51,890	49,000	4,706	286	11,570	264	268	0
North Central	24,088	N/A	4,090	N/A	11,630	N/A	216	13,914
Northwestern	49,588	--	7,929	47	35,000	35	423	4,240
Oakland+	185,643	171,982	22,663	881	99,884	19,237	1,029	102,035
St. Clair	47,487	44,734	6,375	382	21,064	7	542	N/A
Schoolcraft	64,087	55,429	5,111	274	10,930	1,617	722	61,884
Southwestern	N/A	26,715	1,875	--	8,725	2	265	14,740
Washtenaw	60,840	51,982	6,225	74	1,260	13	511	N/A
Wayne+	65,830	55,620	5,100	3,200	1,250	4,820	430	3,280
West Shore	N/A	13,300	1,091	N/A	N/A	N/A	200	N/A

-- NO RESPONSE
N/A NON APPLICABLE
+ All Campuses

APPENDIX B
Inventory - Software Units
Part III: Resources & Utilization (2)

What is scope and variety of software in your Library/LRC collection?

COLLEGE	Audio	Video	Motion Picture	Film-Strips	Slides	Trans-Parencies	Mixed Media Kits	Computer Software
Alpena	975	95	15	150	147 sets	106	486	12
Bay De Noc	900	130	25	1,200	11,500	250	10	12,204
C.S. Mott	1,525	1,502	211	1,147	4,053	195	0	172
Delta	1,450	234	891	--	--	--	--	--
Glen Oaks	1,227	62	68	85	96 titles	15	326	7
Gogebic	421	403	34	13	--	--	713	--
Grand Rapids	1,229	553	76	155	--	--	356	--
Henry Ford	925	486	329	91	17	--	585	86
Highland Park	2,248	46	214	0	200	40	175	110
Jackson	3,218	4	2	199	1,800	--	661	40
Kalamazoo	3,892	231	593	1,038	23,082 sgl	2,282	58	253
Kellogg	6,687	311	283	549	399	25	--	204
Kirtland	596	182	35	5	2	0	395	0
Lake Michigan	1,835	--	--	--	4,761	--	12	--
Lansing	10,518	1,056	771	525	270	--	290	--
Macomb+	9,181	911	1,060	9,261	3,2[illegible]	--	62	67
Mid Michigan	954	433	27	136	59 sets	27 sets	505	51
Monroe	5,865	319	442	91	13,680	3,615	533	60
Montcalm	1,075	125	6	100	500	--	--	100
Muskegon	4,731	789	263	249	43	9	220	--
North Central	803	--	--	--	--	--	80	--
Northwestern	2,988	364	484	98	189	40	12	25
Oakland+	16,284	2,269	3,036	1,851	3,968	--	133	--
St. Clair	1,976	199	424	878	--	--	259	79
Schoolcraft	4,433	1,528	140	313	4,300	0	218	55
Southwestern	742	151	157	59	21	--	30	--
Washtenaw	2,067	186	247	415	328	0	0	43
Wayne+	2,850	580	1,800	575	1,500	325	125	300
West Shore	100	50	--	50	100	--	--	--

*Wall Hangings. Posters, Games
N/A NOW APPLICABLE
-- NO RESPONSE
+ All Campuses

APPENDIX C

Inventory - Hardware Units

Part III: Resources & Utilization (2)

What is the scope of the media hardware circulated from the LRC?

COLLEGE	Audio Record	Cameras	VCR VCP	Film Project	Film-Strip	Opaque/ Overhead	Slide Projector	Mixed Media	Microfilm	TV Monitors	Screens	Graphics/ Printing	Trans-parency	Computers	Tele-communication (Dish)	Other Support Units
Alpena	32	1	7	11	32	24	26	14	5	4	8	1	1	--	--	27 carts
Bay De Noc	26	9	9	18	7	33	14	1	2	12	8	4	3	13	1	38
C.S. Mott	286	18	79	138	85	108	175	0	1	90	215	10	4	18	--	254
Delta	15	8	10	41	2	154	64	--	2	10	25	3	2	--	1	30
Glen Oaks	75	9	6	17	3	23	12	6	2	5	N/A	4	2	2	--	34
Gogebic	36	8	9	19	8	26	11	33	6	11	6	3	4	--	--	50
Grand Rapids	205	30	14	50	5	80	45	21	2	20	120	8	6	--	--	50
Henry Ford	29	5	15	1	6	3	25	--	5	14	2	2	3	26	--	--
Highland Park	22	12	14	11	5	21	3	0	2	11	2	4	1	15	--	41
Jackson	57	7	20	14	12	50	18	--	12	9	50	1	--	24	--	75
Kalamazoo	76	3	28	34	5	64	55	2	3	26	90	5	1	4	1	279
Kellogg	67	59	1	97	33	86	71	--	3	19	124	5	3	--	1	38
Kirtland	5	4	16	12	6	2	26	1	2	20	25	1	0	0	0	45
Lake Michigan	12	1	5	13	12	30	12	--	3	5	5	1	1	--	--	--
Lansing	275	17	23	101	60	166	90	--	13	90	175	20	4	20	3	225
Macomb+	281	5	47	93	155	204	105	7	7	57	15	10	4	14	1	364
Mid Michigan	62	15	11	13	26	32	25	2	6	16	47	1	0	10	1	6
Monroe	131	14	14	45	9	55	48	55	1	15	49	5	2	6	--	242
Montcalm	28	3	6	12	4	14	6	8	4	10	20	1	1	--	1	25
Muskegon	140	16	16	26	19	52	29	5	7	11	58	2	5	--	1	75
North Central	132	5	18	15	15	21	8	--	10	14	--	--	--	2	1	15
Northwestern	88	6	30	15	12	74	48	-- --		41	78	31	2	--	1	71
Oakland+	289	47	92	197	114	156	149	34	11	83	268	7	4	7	--	240
St. Clair	52	12	11	21	18	107	14	23	3	12	11	6	2	50	--	10
Schoolcraft	99	12	18	36	36	93	26	33	2	11	8	0	2	3	0	52
Southwestern	13	3	5	8	5	42	12	0	2	4	0	2	1	0	0	--
Washtenaw	189	7	22	129	37	149	131	0	3	16	173	4	2	43	0	212
Wayne+	75	5	20	53	75	54	15	3	7	15	125	3	7	5	--	75
West Shore	--	10	9	12	--	12	11	--	1	10	56	--	1	--	--	--

-- NO RESPONSE

N/A NON APPLICABLE

+ All Campuses

APPENDIX D
Use of Resources
Part III: Resources & Utilization (3)

What were the recorded transactions of resource use by students, faculty and staff?

COLLEGE	Books Open Shelf & Reserve Total Transactions	Periodicals /Microfilm Total Transactions	Media/ Computer Software Total Transactions	AV/ Computer Equipment Total Transactions	Grand Total
Alpena	8,060	10,800	2,030	5,737	26,627
Bay De Noc	13,759	C	6,538	9,998	30,295
C.S. Mott	20,232	15,628	12,457	4,271	52,588
Delta	33,538	--	0	1,500	35,038
Glen Oaks	19,695	C	3,274	--	22,969
Gogebic	5,792	5,353	1,895	5,498	18,538
Grand Rapids	28,046	42,090	5,394	10,951	86,481
Henry Ford	32,958	13,229	40,374	N/A	86,561
Highland Park	5,919	N/A	0	N/A	5,919
Jackson	22,720	12,431	1,916	6,179	43,246
Kalamazoo	31,143	N/A	6,950	12,380	50,473
Kellogg	16,371	3,016	13,258	5,502	38,147
Kirtland	11,000	2,739	0	--	13,739
Lake Michigan	8,786	9,400	0	6,000	24,186
Lansing	69,676	--	68,461	12,190	150,327
Macomb+	67,268	44,629	19,409	15,002	146,308
Mid Michigan	N/A	N/A	3,306	2,905	6,211
Monroe	13,685	5,900	47,926	14,901	82,412
Montcalm	2,993	1,743	163	443	5,342
Muskegon	32,414	19,421	0	7,043	58,878
North Central	--	--	0	--	0
Northwestern	17,765	4,838	5,269	5,875	33,747
Oakland+	27,624	31,562	0	6,722	65,908
Schoolcraft	22,955	N/A	176	1,456	24,587
Southwestern	8,610	10,013	904	783	20,310
St. Clair	18,119	35,244	12,260	9,775	75,398
Washtenaw	22,995	2,711	6,384	5,856	37,946
Wayne+	75,000	53,000	5,000	2,500	135,500
West Shore	6,233	2,392	0	N/A	8,625

C - COMBINED
-- NO RESPONSE
N/A NON APPLICABLE
+ All Campuses

APPENDIX E
Electronic Distribution
Part III: Resources & Utilization (4,5)

What are the estimated hours of listening and viewing media by individuals? (Number of users x hours of use)

Closed Circuit Audio/Video

COLLEGE	User Hours Audio	Video
Alpena	--	--
Bay De Noc	0	7,200
C.S. Mott	N/A	N/A
Delta	--	--
Glen Oaks	0	0
Gogebic	N/A	N/A
Grand Rapids	4,344	2,588
Henry Ford	N/A	N/A
Highland Park	0	0
Jackson	N/A	N/A
Kalamazoo	N/A	1,696
Kellogg	0	48,858
Kirtland	1,500	2,800
Lake Michigan	N/A	N/A
Lansing	0	33,380
Macomb+	N/A	N/A
Mid Michigan	7,020	39,780
Monroe	--	--
Montcalm	550	2,266
Muskegon	2,250	8,655
North Central	--	--
Northwestern	--	N/A
Oakland+	N/A*	500*
St. Clair	--	--
Schoolcraft	N/A	N/A
Southwestern	--	--
Washtenaw	N/A	N/A
Wayne+	585	860
West Shore	--	--

-- NO RESPONSE
N/A NON APPLICABLE
*Total for 4 campuses
+ All Campuses

APPENDIX F
Information Services
Part III: Resources & Utilization (6,8,9,10,11)

What is the scope of information service transactions performed by your LRC staff?

COLLEGE	Database Searches	Reference Transactions	Directional Transactions	Interlibrary Loans - Out	Loans Received
	Annual	Per Typical Week		Annual	Annual
Alpena	--	25	10	28	68
Bay De Noc	104	75	100	415	1,115
C.S. Mott	21	289	78	0	14
Delta	0	--	--	510	450
Glen Oaks	0	N/A	N/A	958	160
Gogebic	N/A	80	90	64	302
Grand Rapids	30	140	62	109	384
Henry Ford	70	450	90	2	12
Highland Park	0	110	80	0	1
Jackson	3	90	125	152	85
Kalamazoo	36	125	N/A	129	68
Kellogg	11	59	58	580	581
Kirtland	0	55	78	275	125
Lake Michigan	N/A	60	200	50	40
Lansing	2,540	750	539	1,339	729
Macomb+	N/A	2,054	2,399	138	70
Mid Michigan	0	69	149	89	149
Monroe	--	164	20	0	0
Montcalm	0	50	100	0	53
Muskegon	3	170	150	298	1,315
North Central	30	--	--	187	6
Northwestern	0	70	80	32	404
Oakland+	564*	1050*	575*	31*	1915*
St. Clair	12	61	15	349	232
Schoolcraft	N/A	151	126	0	38
Southwestern	36	39	84	20	387
Washtenaw	40	108	3,630	103	130
Wayne+	0	750	125	125	25
West Shore	0	100	50	0	30

-- NO RESPONSE
N/A NON APPLICABLE
* Total for 4 campuses
+ All Campuses

APPENDIX G
Media Production
Part III: Resources & Utilization (7)

What are the input hours of your LRC staff to provide these media services?

Annual Hours of Production

COLLEGE	Production of Graphics/ Printing	Video Producing & Recording	Audio Producing & Recording	Production of Photographic Products
Alpena	N/A	30	370	N/A
Bay De Noc	N/A	N/A	N/A	N/A
C.S. Mott	319	1,172	95	171
Delta	--	260	2,000	
Glen Oaks	N/A	N/A	N/A	N/A
Gogebic	N/A	25	N/A	N/A
Grand Rapids	327	2,496	277	1,500
Henry Ford	N/A	N/A	N/A	N/A
Highland Park	640	40	200	20
Jackson	N/A	2,000	2,500	N/A
Kalamazoo	392	78	419	1,582
Kellogg	4,250	550	500	3,200
Kirtland	--	--	--	--
Lake Michigan	300	N/A	N/A	N/A
Lansing	5,100	8,906	1,760	1,850
Macomb+	9,400	117	137	4,600
Mid Michigan	N/A	N/A	N/A	N/A
Monroe	N/A	29	N/A	N/A
Montcalm	N/A	200	25	N/A
Muskegon	N/A	N/A	N/A	N/A
North Central	--	--	--	--
Northwestern	5,200	1,590	700	--
Oakland+	N/A	1,220	375	325
St. Clair	N/A	347	N/A	N/A
Schoolcraft	2,548	6,000	200	225
Southwestern	N/A	N/A	N/A	N/A
Washtenaw	3,851	2,063	2,847	63
Wayne+	300	500	250	--
West Shore	N/A	N/A	N/A	N/A

-- NO RESPONSE
N/A NON APPLICABLE
+ All Campuses

APPENDIX H
Staffing Patterns
Part IV: Capacity to Serve (1)

Summarize the number of employees in LRC, full and part-time (non-student).

COLLEGE	LIBRARY	AV	OTHER
Alpena	3.00	1.00	0.00
Bay De Noc	3.00	2.00	2.00 (Computer-Assisted Instruction)
C.S. Mott	11.00	6.00	--
Delta	6.00	3.00	1.00 (Artist)
Glen Oaks	2.50	--	--
Gogebic	2.00	--	-- (Library Includes AV)
Grand Rapids	7.00	4.00	--
Henry Ford	14.00	3.00	--
Highland Park	7.00	2.00	--
Jackson	6.00	2.00	--
Kalamazoo	22.00	11.00	53.00 (Learning Labs & Office Support)
Kellogg	7.00	4.00	3.00 (Management & Duplication)
Kirtland	2.50	1.00	--
Lake Michigan	4.00	1.00	1.00 (Dean)
Lansing	27.00	19.00	4.00 (Dean's Office LRC related)
Macomb+	24.00	5.00	20.00 (LAAC)
Mid Michigan	2.00	1.00	7.00 (ILC, Special Needs)
Monroe	5.00	2.00	2.00 (Learning Assistance Lab)
Montcalm	1.00	1.00	--
Muskegon	9.00	6.00	1.00 (Administrative Dean)
North Central	2.00	--	--
Northwestern	7.00	7.00	--
Oakland+	27.00	10.00	
St. Clair	12.75	1.25	2.00 (Television Microcomputer Lab)
Schoolcraft	12.00	4.00	5.00 (Word Processing Center)
Southwestern	2.00	1.00	--
Washtenaw	16.00	5.00	2.00 (Microcomputer Lab)
Wayne+	12.00	12.00	
West Shore	3.00	0.00	--

-- NO RESPONSE
N/A NON APPLICABLE
+ All Campuses

APPENDIX I
Staffing Patterns
Part IV: Capacity to Serve (2)

Summarize the actual number of full-time employees and the actual number and full-time equated number of part-time employees in each of four categories.

Full-Time/Part-Time by Category

COLLEGE	Professional			Technician			Clerical			Administrative			Total		
	Ft	Pt	FTE	Ft	Pt	FTE	Ft	Pt	FTE	Ft	Pt	FTE	Ft	Pt	FTE
Alpena	0	0	0	0	2	1.79	0	0	0	1	1	.92	1	3	2.71
Bay De Noc	1	2	1.4	0	2	1.6	1	0	0	1	0	0	3	4	3.0
C.S. Mott	1	3		2	0		7	0		4	0		14	3	
Delta	3			1			5			1			10		
Glen Oaks	1			1			1	1	.5				3	1	.5
Gogebic	1						1						2		
Grand Rapids	3			3			4			1			11		
Henry Ford	4	7	3	3			3	5	3	1			11	12	6
Highland Park	2	3	1.96	1			3						6	3	1.96
Jackson	3	1	.25	2	1	.6	1						6	2	.85
Kalamazoo	3			3			10	6		2			18	6	
Kellogg	4	2	.43	0	0	0	3	3	1.65	1	0	0	8	5	2.08
Kirtland	1			2	2	.75		6	1.5	1			4	8	2.25
Lake Michigan	3						2			1			6		
Lansing	7	5	2.4	15	13	10.3	2	5	2.6	2	1	.4	26	24	15.7
Macomb+	14	13	3.5	9	16	9.01	15	3	1.6	2	1	.5	40	33	15.11
Mid Michigan	4	1	.75	1	3	2.3				1			6	4	3.05
Monroe	2	4	1.1	2			3	1	.06	1			8	5	1.16
Montcalm	.5			1						.5			2		
Muskegon	3	3	1.5	4			5			1			13		
North Central	1			1									2		
Northwestern	3	1		2			4			4			13		
Oakland+	9	2		15			3.25	1.75		0			28	4	
St. Clair	3	2	1.45	1	1	.5	6			1			11	3	1.95
Schoolcraft	4	4	1.15	3	4	2.6	5			1			13	8	3.75
Southwestern				2						1			3		
Washtenaw	2	3	1.5		4	2	10	1	.5	3			15	8	4
Wayne+	9	10					2			1			12	10	
West Shore	1						1	1					2	1	

-- NO RESPONSE
+ All Campuses

APPENDIX J
Staff Structure Characteristics
Part IV: Capacity to Serve (3,4,5,6,7,9)

Summarize other characteristics of status of LRC/Staff.

COLLEGE	Bargaining Unit	Provisions Same as Faculty Contract	Weeks Librarians Contract	Weeks Staff Contract	Stu-Aide Hours/ Year	To Whom Chief Administrator Reports
Alpena	None	No	N/A	52	2,500	Dean of Instruction
Bay De Noc	None	No	40	52	3,610	Chief Instructional Dean
C.S. Mott	All	No	48	48/52	12,649	Vice President-Academic
Delta	No	No	50	52	20,000	Dean
Glen Oaks	Fac/Tech/Clr	No	52	52	400	VP Academic Affairs
Gogebic	Clerical	No	52	52	1,251	Dean of Instruction
Grand Rapids	Fac/Prof/Cler	Yes	36	52	8,416	Dean of Instructional Services
Henry Ford	All	Yes	38	52	9,096	Dean Academic Educ
Highland Park	Fac/Tech/Clr	Yes	40	42	675	Dean of Liberal Arts
Jackson	Fac/Tech/Clr	Yes	36	48/52	6,611	Dean of Instruction
Kalamazoo	Fac	Yes	26	N/A	6,400	Dean of Student Services
Kellogg	Fac/Cler	Yes	25	52	13,998	Exec Vice-Pres
Kirtland	No	No	52	52	2,400	Dean of Instruction
Lake Michigan	No	Yes	48	50	14,600	VP Stu & Comm Servs
Lansing	All	Yes	45	52	49,237	President
Macomb+	All	Yes	34	52	43,062	Dean of Academic Services
Mid Michigan	Fac/Tech	No	52	52	1,135	VP-Instruction & Support Serv
Monroe	Fac	Yes	40	52	--	Dean of Student Personnel Services
Montcalm	Admin/Tech	--	47	50	750	VP-Instruction
Muskegon	Fac/Cler	Yes	36	48	9,850	President
North Central	No	Yes	52	52	2,340	Business Manager
Northwestern	No	No	52	52	19,864	VP-Instructional Service
Oakland+	Fac/Tech/Cler	Yes	40	52	10,540	Dean of Students
St. Clair	Fac/Cler	Yes	34	52	5,342	Dean of Instruction
Schoolcraft	Adm/Fac/Cler	Yes	46/36	52	13,200	Dean of Educational Serv
Southwestern	No	Yes	N/A	50	1,824	Dir, Instructional Resources
Washtenaw	Fac/Tech/Clr	No	37	52	6,364	VP-Instruction & Student
Wayne+	All	No	52	52	1,200	VP-Instruction
West Shore	Fac/Clr	No	48	52	1,600	Academic Dean

All - Administrative, Faculty/Professionals, Technicians, Clerical
-- NO RESPONSE
N/A NON APPLICABLE
+ All Campuses

APPENDIX K
Square Footage and Seating
Part V: Capacity to Serve
Facilities (1,2,3)

What is the square footage and seating capacity of your LRC public service areas?

	Library		Learning Labs		Other Public Areas	
COLLEGE	Square Feet	Total Seats	Square Feet	Total Seats	Square Feet	Total Seats
Group A						
West Shore	8,600	84	766	20	--	--
Glen Oaks	N/A	119	None	None	None	None
North Central	9,216	225	--	--	6,912	250
Kirtland	5,184	100	160	18	160	18
Montcalm	10,133	152	--	--	--	--
Gogebic	4,455	111	598	32	--	--
Mid Michigan	6,099	153	1,948	79	--	--
Alpena	3,600	75	--	--	160	8
Group B						
Bay De Noc	4,500	130	350	15	500	12
Monroe	7,500	127	789	36	2,635	--
Highland Park	4,016	70	0	0	0	0
Lake Michigan	17,390	500	2,000	--	2,000	--
Southwestern	9,000	75	--	--	--	--
Northwestern	14,703	211	3,392	98	--	90
St. Clair	N/A	400	N/A	50	--	--
Group C						
Kellogg	18,870	220	12,092	80	--	--
Muskegon	16,420	230	--	--	--	--
Jackson	6,250	153	675	35	N/A	N/A
Kalamazoo	25,824	509	8,800	8	N/A	N/A
Washtenaw	19,704	166	2,599	90	312	34
Schoolcraft	12,500	142	--	--	600	18
C.S. Mott	38,000	450	--	--	--	--
Group D						
Grand Rapids	17,159	156	17,159	49	26,019	304
Delta	17,115	267	--	--	--	--
Wayne+	--	--	--	--	--	--
Henry Ford	24,000	550	3,000	53	N/A	N/A
Lansing	18,000	260	--	--	13,600	660
Macomb+	40,822	691	12,159	226	N/A	N/A
Oakland+	49,908	425	3,894	75	N/A	N/A

-- NO RESPONSE
N/A NON APPLICABLE
+ All Campuses

APPENDIX L
Expenditures for Major Services
Part VI: Capacity to Serve (2)

Summarize the total expenditures under LRC supervision.

Total Expenditures

COLLEGE	Library Services $	Media Services $	Other Costs $	Total Budget $
Alpena	97,019	Inc in Lib	--	97,019
Bay De Noc	171,300	14,416	56,640	242,356
C.S. Mott	344,175	198,063	68,642	610,880
Delta	306,000	215,000	--	521,453
Glen Oaks	79,718	21,260		105,960
Gogebic	--	--	--	86,577
Grand Rapids	336,690	171,035		507,725
Henry Ford	504,550	269,530		504,550
Highland Park	119,000	8,700		153,900
Jackson	238,698	44,840		235,089
Kalamazoo	288,196	104,922		858,136
Kellogg	--	--	--	386,100
Kirtland	94,000	32,000	--	128,000
Lake Michigan	218,111	41,470	--	258,581
Lansing	930,520	646,790	84,690	1,662,000
Macomb+	1,009,358	427,433	477,331	1,665,314
Mid Michigan	--	--	--	104,169
Monroe	259,712	130,329	23,119	426,975
Montcalm	56,910	22,943	--	79,853
Muskegon	256,981	210,588	6,629	554,428
North Central	110,987	32,398	--	35,450
Northwestern	215,646	294,874	--	510,520
Oakland+	1,829,600	386,486		2,216,086
St. Clair	314,366	94,370	24,649	433,385
Schoolcraft	441,000	129,477	154,967	704,416
Southwestern	97,557	32,189	--	129,746
Washtenaw	450,492	153,898	--	641,135
Wayne+	500,000	175,000	--	675,000
West Shore	70,143	43,043	--	113,186

-- NO RESPONSE
N/A NON APPLICABLE
+ All Campuses

APPENDIX M
Expenditures by Categories
Part VI: Capacity to Serve (3)

Given the summary of LRC expenditures, what were the expenditures for the following categories as of June, 1986?

COLLEGE	a) PROFESSIONAL SALARIES FT/PT $	b) TECHNICIANS SALARIES FT/PT $	c) CLERICAL SALARIES FT/PT $	d) WAGES STUDENTS/ASSTS $	e) OTHER COSTS $	TOTAL PERSONNEL COSTS $	f) PRINT MATERIALS $	g) PERIODICALS $	h) AV MATERIALS $	i) CONTRACTED SERVICES $	j) CAPITAL OUTLAY $	k) SUPPLIES $	l) OTHER $
Alpena	28,125	20,313	--	--	16,291	64,729	11,390	8,714	5,230	462	7,450	1,810	1,390
Bay De Noc	62,360	20,000	12,000	18,216	28,144	140,720	20,052	9,179	20,873	8,928	5,849	6,406	51,000
C.S. Mott	189,983	40,925	116,710	32,426	88,664	468,708	21,382	18,748	14,645	21,315	0	14,595	26,293
Delta	110,000	45,000	103,000	63,000	60,000	381,000	52,000	26,086			0	136,000	0
Glen Oaks	29,800	12,777	7,500	N/A	11,717	61,794	13,661	7,571	9,567	4,320	1,454	1,711	53
Gogebic	24,000	---	15,098	1,770	9,935	50,803	12,577	11,493	3,870	1,300	3,471	2,705	182
Grand Rapids	134,984	49,224	67,833	44,681	69,695	366,417	38,698	15,999	31,000	1,000	26,039	19,435	--
Henry Ford	211,774	48,345	48,345	5,718	420	314,602	--	38,250	555,000	21,850	10,500	10,500	8,000
Highland Park	47,880	14,000	36,700	N/A	N/A	98,580	20,000	4,632	3,100	0	0	N/A	N/A
Jackson	73,574	33,108	17,442	23,571	45,016	192,711	28,920	17,434	5,951	6,917	5,168	4,336	3,549
Kalamazoo	153,092	50,726	315,789	60,372	159,603	739,582	49,675	15,957	18,986	N/A	61,530	N/A	155,200
Kellogg	206,040	N/A	61,359	50,098	69,523	387,020	26,816	16,523	37,751	10,386	32,189	4,688	3,769
Kirtland	33,400	27,000	5,000	1,700	N/A	67,100	N/A		N/A	N/A	N/A	800	N/A
Lake Michigan	101,458	--	30,580	29,584	28,068	189,690	26,000	15,643	390	12,113	25,423	12,894	43
Lansing	319,740	404,757	66,333	196,948	197,962	1,185,740	88,165	58,828	94,812	81,463	34,370	54,520	64,732
Macomb+	543,112	215,029	231,676	200,824	309,008	1,499,849	86,514	55,846	136,103	69,585	0	17,492	486
Mid Michigan	28,632	32,252	1,863	2,635	12,838	78,220	11,830	7,665	7,164	3,531	4,694	3,188	1,793
Monroe	135,866	38,691	49,870	28,955	62,745	316,127	26,655	14,890	24,626	3,095	16,065	7,253	7,351
Montcalm	31,017	10,944	0	775	12,557	55,293	7,704	8,071	630	350	14,939	1,700	715
Muskegon	140,935	94,697	74,920	19,709	83,492	413,753	27,257	15,594	17,745	2,000	20,600	3,435	16,953
North Central	31,551		13,703	4,627	22,194	72,075		10,527	2,855	771	17,258	2,202	0
Northwestern	92,538	92,538	66,012	33,956	41,965	327,009	19,770	16,869	49,546	30,325	14,278	48,901	3,823
Oakland+	408,738	322,295	119,113	N/A	249,011	1,099,157	75,709	31,786	13,617	23,266	0	13,546	75,560
St. Clair	155,277	18,763	83,507	N/A	67,247	324,794	28,573	27,470	12,869	25,460	0	14,219	--
Schoolcraft	199,124	87,145	73,620	51,223	107,131	518,243	38,327	31,772	14,494	29,961	20,691	40,655	10,266
Southwestern	24,900	28,430	100	6,388	4,600	64,418	14,000	9,000	6,000	2,375	--	10,870	1,570
Washtenaw	201,118	29,600	147,238	22,336	102,857	503,149	51,051	39,537	6,298	9,594	0	19,014	1,512
Wayne+	225,000	--	35,000	10,000	50,000	320,000	125,000	12,000	15,000	100,000	10,000	20,000	5,000
West Shore	25,613	0	22,799	N/A	N/A	48,412	9,413	9,438	4,675	0	0	550	N/A

-- NO RESPONSE
N/A NON APPLICABLE
+ All Campuses

APPENDIX N

Summary of Responses to Part II, "Learning Resource Issues," Survey of Michigan Community College Learning Resources, 1985

From the 29 community colleges surveyed, a maximum of 22 responded to the second part of the 1985 survey-"Learning Resource Issues." This part of the survey provided a set of open-ended questions about issues related to the mission, changes, environment, strengths, future directions of learning resources as they were perceived by the directors and by the college. The expectation was that the responses cound be summarized into a set of conclusions that, in turn, could be the base for a revised survey the following year. The responses might also serve as the basis for further consultation by colleagues. The following summary will indicate the more salient responses with a brief comment on some variations.

1. Fourteen colleges describe their LRC programs as comprehensive with the following limitations: limited staff, administrative structure, dated collection, lack of electronic distribution, lack of video production.

2. Eight out of sixteen reported that the structure of their LRCs adequately observed the ACRL-AECT Guidelines.

   Ten out of fourteen colleges reported that their Learning Resource services adequately met the ACRL_AECT Guidelines.

   On a scale from 1 to 10, fifteen colleges rated their resources at a 7.10 average as to compliance with the Guidelines. The major reasons for not being in compliance with the guidelines were: budgetary constraints; lack of staffing, resources, equipment, electronic distribution; data and collections.

3. When asked how the LRCs participated in networking, fourteen colleges responded with involvment in: area consortia, MLC, ETOM, OCLC, and ILL.

4. Describing their participation in computer technology (micro-computers or mainframes) the LRCs note:

   Seventeen were involved in microcomputers for an average of 3.41 different kinds of tasks.

   Nine were involved in mainframe computers for an average of 1.5 tasks.

5. Asked whether they had sufficient financial resources to take advantage of technology, twelve (55%) responded yes, nine (41%) responded no. Many noted, however, that their resources were very limited and did not permit any extended participation in technology (such as automated circualtion).

Fourteen LRCs had some form of word processing; three others expressed interest if funds were available. Six had some form of database management for cataloging; nine others expressed interest if funds were available. Six had some form of database for acquisitions, nine others expressed interest if funds were available. Eight had some form of database management for circulation and overdues; eleven others expressed interest.

Four had electronic mail; ten expressed interest.

Seven had access to the college mainframe or college database; seven others had interest.

Other interests were: computerized student records and delinquent holds, on-line catalog, automated circulation.

Answering the question as to how the LRC would utilize computer and telecommunication technology if funding were available to support instruction and information services, the following responses were given:

Eleven already had computer assisted learning in the LRC, seven others were interested.

Five provided student access to word processing in LRC, seven others were interested.

Two had in-house on-line computer catalog access, fifteen libraries were interested.

Eight provided on-line database services (BRS, Dialog); eleven others were interested.

Ten were involved in regional networking, six others were interested.

Five were involved in national networking; nine others were interested.

Six used telecommunications for telecourses; twelve others were interested.

Four used telecommunications for teleconferencing; ten were interested.

6. Six different LRCs expressed their involvement in fee for services or entrepreneurship activities. These activities included: on-line database searching, telecourses, teleconferencing, video production.

7. Eighteen of the LRCs expressed involvement in marketing their services with regular promotional activities. Typical activities included: campus promotion, community promotion, special exhibits, professional development, book sales, media advertising.

8. Eight LRCs (36%) indicated that they had a replacement schedule for AV equipment; twelve LRCs (55%) indicated that they did not. Of those who had a schedule, only two were capable of adhering to it.

9. Fifteen (68%) of the Learning Resource Centers said that they had a weeding/updating procedure for the print collection. Four (18%) said that they did not. Ten (46%) said that they could adhere to the weeding schedule on a continual basis; five (23%) said that they could not.

10. Twelve of the LRCs (55%) said that they had Board approved policies and college procedures that governed collection, production, distribution and dissemination of resources. Eight (36%) said they did not have such policies/procedures.

    Thirteen stated that such policies/procedures had been used in the administration of services; two said that they have not been.

    Twelve of the LRCs (55%) have advisory committees; six (27%) do not. Of this number, seven said that the advisory committees were active; six said that they were not.

11. The directors of LRCs were asked what their top three priorities would be if they should receive substantial increases in financial support. Their priorities in ranked order were: resource acquisition, staffing, major computer systems, equipment, facilities, learning labs support and telecommunications support.

12. Asked to rate the staff and student response to their efforts, nineteen of the LRC directors noted that their clients' satisfaction would average 8.07 on a scale of 10.

When asked which disciplines were the heaviest users of the LRC services and resources, the respondents indicated the following (with N): social sciences (16), health careers (13), literature (13), language (12), pure sciences (7), art (6) geography and history (5), religion (5), philosophy (5).

When asked which areas were not heavy users of LRC resources and services respondents, indicated: applied sciences and technology (13), pure sciences (5), arts (3), philosophy (3), social sciences, language, geography and history (2).

13. Eighteen of the respondents ranked their clients; satisfaction with the LRC collection and resources at an average of 8.07. Fourteen rated their clients satisfaction with seating and functional adequacy at an average of 6.93.

Sixteen rated their clients' satisfaction with staffing and service hours at an average of 6.81.

Twelve of sixteen said that they had documentation on their clients' perception of the scope and effectiveness of learning resources and services.

APPENDIX O

SURVEY OF MICHIGAN COMMUNITY COLLEGE

LEARNING RESOURCES

PART I

INSTITUTION:_____ RESPONDENT:_____

CAMPUS IF MULTI-CAMPUS INSTITUTION _____ TITLE _____

NAME OF RESOURCE CENTER _____ YEAR OPENED _____ TELEPHONE NUMBER _____

1. Please specify the number of full-time equated students for Fall 1986._____
2. Please specify the number of full-time equated faculty for Fall 1986._____
3. Please specify the number of credit hours generated for Fall 1986._____
4. Please estimate the number of courses offered for credit as listed in your current catalog._____
5. CHECK (✓) your calendar system (a) ___semester (b) ___quarter

PART II CAPACITY TO SERVE: SERVICES

Below are categories of services which may be provided from an integrated services structure (LRC) or from an organizationally separate library (LIB) unit, or from an organizationally separate Media (AV) unit. Please indicate a response (✓) in the appropriate column which best reflects the functions of your organizational structure.

NOTE: If you function under an LRC* concept, do not check LIB or AV. If some "OTHER" unit in the college (outside of LRC) provides the service, please state what area.

ORGANIZATIONAL UNIT PROVIDING SERVICES	LRC	LIB	AV	OTHER (Please specify)
1. Information Services				
Research support				
On-line database searching				
Special services (specify)				
Library Instruction				
Credited courses				
Workshops/Seminars				
Tours				
In-classroom lectures				
Auto tutorial				
CAI				
Handbook				
Other publications				
Bibliography Publications				
Manually prepared				
Computer produced				
2. Circulation Services	LRC	LIB	AV	OTHER (Please specify)
Books				
Reserve (lab)				
Periodicals				
Microfilm				
Other print formats				
Audio (discs, tape)				
Films (8mm, 16mm, loops)				
Video (discs,tape)				
Kits (multi-media)				
Slides (non-kit)				
Other AV formats				
Computer software				
Special collections (specify)				
3. Electronic Distribution	LRC	LIB	AV	OTHER (Please specify)
Audio distribution (closed-circuit)				
Radio station				
Closed-circuit TV				
Television station (broadcasting)				
Television station (cable)				
Teleconferencing				
Satellite TV				
Other				

*See Definitions

	LRC	LIB or AV		OTHER
4. Instruction and Learning Support*				
Learning Labs (such as for development skills)				
Tutorial Services				
Testing/evaluation placement				
Regular course support				
Course makeup support				
Equipment delivery to classrooms				
Projectionists training, etc.				
Media user training				
Microcomputers				
Other (specify)				
5. Production Services				
Graphics/computer				
Graphics/manual				
Photography				
Printing (print shop)				
Duplicating (copy machine)				
Audio				
CAI				
Television units/modules/courses				
Instructional design/development				
Other (specify)				
6. Maintenance Services				
AV equipment				
AV lab				
Microcomputer				
Other (specify)				
7. Ancillary Services				
Typewriters				
Word processors				
Microcomputers				
Copying machines				
Art gallery				
Auditorium				
Classrooms				
Conference rooms				
Exhibit space				
Museum				
Planetarium				
Other space				
Archive/college resources				
Institutional research				
Food/drink vending				
Book and supply				
Other				

8. Does your LRC circulate books to the community? Yes___ No___

9. Does your LRC circulate AV software to the community? Yes___ No___

10. Does your LRC circulate AV equipment to the community? Yes___ No___

PART III RESOURCES AND UTILIZATION

1. For each of the following indicate the extent of your collection as of June 30, 1986 by providing the NUMBER of each item. Where the item is not in your collection, check (✓) "NA" meaning non-applicable in your situation.

	NUMBER OF	NA
Books (volumes)		
Books (titles)		
Reels of microfilm		
Titles on microfilm		
Physical units of other microforms		
Titles of other microforms		
Periodical titles (non-duplicates) currently received		
Volumes in separate government document collection		

*See Definitions

2. Indicate the number of physical units of cataloged/inventoried software and hardware which are part of the LRC, Library, or AV areas for general use as of June 30, 1986. If some other area at the college has the resource in inventory and available for general use, please estimate the number of units under "OTHER."

	NUMBER OF UNITS				
Software	LRC	LIB or AV		OTHER	TOTAL
Audio					
Video					
Motion picture					
Filmstrips					
Slides					
Transparencies					
Mixed media kits					
Computer software					
Realia					
Other (specify)					
Hardware					
Audio (disc, tape, mikes, etc.)					
Cameras (still, movie, video)					
VCR, VCP, video projectors					
Film projectors (8mm, 16mm, loops)					
Filmstrip projectors					
Opaque, overhead projectors					
Slide projectors					
Mixed media equipment					
Microfilm reader/printer					
TV monitors					
Screens					
Grapics, printing, duping, copy equipment					
Transparency, laminating					
Computers, terminals (for patron use)					
Teleconmunication/send/receive(Dish?)					
Support (carts, cords, film cleaning)					
Other					

3. For each of the above types (#1 and #2) of printed materials and media, indicate the NUMBER of transactions for individual students, faculty and staff for the year ending June 30, 1986. If the data are NOT available, check (✓) "NA". If not kept separate, answer only under TOTAL.

	NUMBER OF STUDENT TRANSACTIONS	NA	FACULTY/STAFF TRANSACTIONS	NA	TOTAL
Books, open shelf & reserve					
Periodicals, include microfilm					
Software (include computer)					
AV equipment (include computer)					
TOTAL TRANSACTIONS					

4. For closed-circuit audio, group or individual listening, estimate the average "user hours" for the year ending June 30, 1986____
(Average "user hours" = number of users x hours of use).

5. For closed-circuit video, group or individual viewing, estimate the average "user hours" for the year ending June 30, 1986____
(Average "user hours" = number of users x hours of use)

6. Indicate the number of database searches performed by staff in year ending June, 1986____.

7. Indicate the number of hours spent in the production of each of the following services to faculty, staff and students in the year ending June 30, 1986. If the data are NOT available check (✓) "NA".

Production Item	NUMBER OF	NA
Production of graphics and printing products		
Video producing and recording		
Audio producing and recording		
Production of photographic products		
Other (specify)		

8. Specify the average number of reference transactions per typical week during the year 1985-86____.

9. Specify the average number of directional transactions per typical week during the year 1985-86____.

10. Indicate the number of interlibrary loans to other libraries (not in your college) in the year ending June, 1986____.

11. Loans received from other libraries____.

PART IV CAPACITY TO SERVE: PERSONNEL

1. Please summarize the number of employees full-time & part-time (non-student) who work in each of these areas as of September, 1986:

   Number in:
   LIBRARY____ AV_____ OTHER ____(Please specify what area)_____

2. Please summarize the actual number of full-time employees in each of the following four categories. Also summarize the actual number and the full-time equated (FTE) number of employees in each of the four categories.

	PROFESSIONAL*		TECHNICIAN		CLERICAL		ADMINISTRATIVE		TOTAL	
	Actual	FTE	Actual	FTE	Actual	FTE	Actual	FTE	Actual	FTE
Number of full-time										
Number of part-time										

3. Do the following categories of Learning Resource personnel participate in bargaining units at your college?

   Administrators ___yes ___no Faculty/Professionals ___yes ___no Technicians ___yes ___no Clerical ___yes ___no

4. Are the Learning Resource professionals given all of the same provisions in their contract as teaching faculty are given? ___yes ___no If no, explain_____

5. Specify the number of weeks included in the librarian's contract_____.
   Check whether weekend hours for librarians are a)included in the regular contract___;
   b)a special contract___; c)not applicable____

6. Specify the number of weeks included in staff contracts_____.
   Check ( ) whether weekend hours for staff are a)included in regular contract___;
   b)special contract___; c)not applicable____

7. Indicate the number of hours of student-aides used per year_____.

8. Indicate the number of hours of other hourly assistants per year_____
   Explain_____

9. To whom is the chief administrative officer or director of the Library/Learning Resource Center directly responsible in the administrative structure?_____
   (Please attach an organizational chart/s of your college and your unit, if available).

PART V CAPACITY TO SERVE: PHYSICAL FACILITIES

Summarize the square footage and seating capacity of the following public service* areas

1. Library:_____sq ft _____total seats
2. Learning labs (media supported, computer supported, individualized instruction - under LRC supervision): _____sq ft _____stations
3. Other public areas (please specify), (e.g. auditoriums, study areas, etc.) under LRC supervision: _____sq ft _____seats

*See Definitions

PART VI CAPACITY TO SERVE: FINANCIAL RESOURCES

1. Specify the college's total operational budget for the fiscal year ending June 30, 1986_____.

2. Summarize the total expenditures for the following accounts:
   a) Library Services___(ACS 4.10) b) Media Services_____(ACS 4.30)

   c) Other cost centers under your supervision

   _____ _____
   _____ _____
   _____ _____

   d) Total budget under your supervision_____

3. Given the above summary of expenditures, what were the total expenditures for the following general budget categories (as of June, 1986) whether under your supervision or not?
   a) Total salaries of all professional positions, full and part-time_____

   b) Total salaries of all technicians, full and part-time_____

   c) Total salaries of all clerical, full and part-time_____

   d) Total wages of students and other hourly assistants_____

   e) All other personnel costs (including benefits, FICA, retirement, travel, etc. known_____

   f) Expenditures for print material (other than periodicals currently received)_____

   g) Expenditures for periodicals currently received in all physical formats_____

   h) Expenditures for all audio-visual materials (commercially produced, internally produced, rented, and expendable)_____

   i) Expenditures for contracted services (equipment leasing, processing center charges, hardware maintenance contracts, etc.)_____

   j) Capital outlay included in your operational budget_____

   k) Expenditures on supplies, duplication etc._____

   l) Other expenditures for materials or services directly related to Learning Resource functions_____ Please specify. (E.g., postage, licensing fees, consultants etc.)_____

   _____

APPENDIX P

DEFINITIONS AND INSTRUCTIONS FOR COMPLETING THE MCCA SURVEY

The following directions and definitions are constructed on the basis of reviewing the survey of 1985, answered by 22 of the 29 community colleges. The definitions and directions touch only on those areas where the data show there may have been some discrepancy. In the main, it is assumed that HEGIS definitions will be used whenever they apply to the collection and services of a learning resource center.

1. Define library/learning resource center to include functions as outlined in **II**, 1-7 if they are under the direction of the library/learning resource center director. On the other hand, if the functions are performed by personnel not otherwise associated with the LRC, they are under **"OTHER."** For example, a learning lab, located in LRC, but staffed by an instructional department outside of the LRC should not be reported in the data; however, if a learning lab is a service of LRC personnel and is so funded, the data would be included. Other examples: library skills classes as a general service--yes; library technology curriculum classes--no; a television station in the LRC building. but under Public Information Office direction--no; a TV station as a media service to instruction and charged to the LRC budget--yes.

2. The term, **"Instruction and Learning Support,"** in II, 4 is intended to cover those support services the LRC provides to faculty and students upon request by some other instructional unit of the college.

3. In **III**, 2: include software and hardware actually in use--items which are or could be circulated per some controlled inventory. Therefore, do not count software in a learning lab where the LRC staff do not immediately control distribution. Such data may be estimated under the vertical column **"OTHER."** In the columns **"LRC," "Library," or "AV"** include only those items for which LRC has a record, and which LRC can move somewhere else if not used.

   a. Under **"Hardware,"** audio refers to recorders and players and related equipment.

b. Please note that if an overhead projector is on a stand with an extension cord, it is considered as one unit, not three. Include miscellaneous equipment, such as headsets and other discreet units which may be connected to fixed equipment, under **"Support."**

4. In **III**, note that "Transactions" data should cover items listed in **III 1-2** for which recorded transactions were made. "Checked out, later checked in" normally equals one transaction for which there is a single circulation figure.

5. In **III, 4**, estimate the number of people who may have been in a class viewing or listening to a tape or film if you have any records. To compute these data, ask yourself--how many tapes would I have had to distribute to each user, if we did not have the audio or video system?

6. In **III, 7**: If you are obliged to estimate the production personnel hours, please do not simply multiply number of staff by average yearly hours. Rather, think in terms of products produced. This item is included because much of LRC media output may be in product rendering and human services of consultation and design, etc; hence, circulation data and reference transactions may not be adequate indicators of output.

7. In **III, 8**: Record those transactions as reference wherein some minimal search strategy was necessary. If simple answers are given to clients (such as to the question, where is catalog?) or repetitive assistance is given by staff to clients using equipment, list such transactions under **III, 9**. If detailed records are not kept, estimate the transactions per typical week based upon periodic observations. Record such data as "estimated."

8. In **Part IV, 2**: Record under **"Professional,"** all personnel performing LRC functions (library, AV, instructional design, etc.) who have received bachelor degrees or better in their performance areas. Furthermore, video engineers, electronics staff, library technicians, graphic artists, and others who have received specialized technical training should be listed under **"Technicians."** Circulation clerks, secretaries, other support staff would be listed under **"Clerical."** Administrative personnel should be

interpreted as those who regularly supervise other personnel. If one is reporting for a smaller learning resource center with few people, please report a person in only one category. For example, a librarian provides reference services as well as supervision of student-aides should be reported under **"Professional"** rather than split between **"Professional"** and **Administrative"**.

9. In **Part V, "Public Service Area"** means areas to which public has access, including corridors, bathrooms, display areas, seating, shelving, etc. Perimeters may be used to estimate. Do not include areas not under LRC supervision. Do not include private offices, technical services areas, etc., unless they are accessed by the public (e.g. a librarian's work station approached by public, may be included).

Department of Education
Washington, D.C. 20202
HIGHER EDUCATION GENERAL INFORMATION SURVEY

Form Approved
OMB NO. 1850-0099
Approval Expires 4/86

APPENDIX Q

COLLEGE AND UNIVERSITY LIBRARIES, FALL 1985

DEFINITIONS AND INSTRUCTIONS

Please read the following explanations and instructions before completing this form.
Detach this portion and mail the completed form either directly to the NCES/HEGIS Processing Center, POB 8637, Silver Spring, Maryland 20907 or to the HEGIS coordinator, if there is a HEGIS coordinator in your state.

In this form, basic data are requested on the collections, staff, expenditures, and developmental areas for college and university libraries. The compilations of these data have proven to be valuable tools for administrators, chief librarians, and others concerned with the improvement of library services to higher education.

GENERAL INSTRUCTIONS

LIBRARY. For the purpose of this survey, a library is defined as an organized collection of printed, microform, and audiovisual materials which (a) is administered as one or more units, (b) is located in one or more designated places, and (c) makes printed, microform, and audiovisual materials as well as necessary equipment and services of a staff accessible to students and to faculty. Report data on units meeting the above definition of a library which are a part of a learning resources center. Do not report data on instructional or other activities performed by learning resources centers which are not included in the definition of a library.

LIBRARY UNITS COVERED. A report should be submitted by each institution, campus or branch which has been certified by the Eligibility and Evaluation Staff of the U.S. Department of Education with its identification code and listed separately in the EDUCATION DIRECTORY, COLLEGES AND UNIVERSITIES. Data on libraries that are separately budgeted or housed (e.g., medicine, law extension center, research center, etc.) should be included in the report for the campus or branch where they are located.

TIME PERIOD COVERED. Data are requested for the following time periods:

(1) Fiscal year 1985 - a 12-month period between June 1, 1984 and September 30, 1985 which corresponds to your institution's fiscal year.

(2) Typical week in fall semester, 1985 - a typical week is one without holidays when the central or main library is open during its regular hours for general use.

(3) Fall 1985 - the point in time in the fall of 1985 when the survey form is being completed.

NEED FOR ESTIMATES. If an exact figure is not available for a particular item but the amount is known to be greater than zero, ENTER AN ESTIMATE OF THE AMOUNT. Indicate the fact that the figure is an estimate by parentheses ( ). Estimates are important if exact data are not available. Items which are left blank will be interpreted as zero or not relevant to your library. Request help from your business office in providing library expenditure and contracted salary and wage data.

FICE CODE NUMBER. Enter the FICE code number for your institution at the upper right hand corner of each page, in item captioned "FICE Code Number." This number is given in the upper right hand corner of the mailing label.

QUESTIONS. If you have questions or need more copies of this form, telephone Robert Thomas, at (202) 254-7351, Division of Multilevel Education Statistics, National Center for Education Statistics.

SPECIFIC INSTRUCTIONS

Part I-Number and Hours of Public Service Outlets, Fiscal Year 1985.

BRANCH LIBRARIES (line 1). Report the number of branch libraries at your institution that were open all or part of fiscal year 1985. (DO NOT COUNT THE MAIN OR CENTRAL LIBRARY.) Branch libraries are auxiliary units which have all of the following: (1) separate quarters, (2) a permanent basic collection of books, (3) a permanent staff, and (4) a regular schedule for opening to the public. They are, however, administered from a central unit and are part of an institution with the same FICE code as the central library.

TOTAL ANNUAL PUBLIC SERVICE HOURS (line 2). Report the total hours of public service of the main or central library and of all branches during fiscal year 1985. If the main library is open 60 hours per week (60 times 52 weeks = 3120), less 5 days of 10 hours each closed for holidays, the main library total is 3120 less 50 = 3070 hours. If 3 branch libraries are also open the same number of hours as the main library (regardless of whether or not all facilities are open at the same time) the annual aggregate for the library is 4 times 3070 = 12,280 hours.

Part II - Library Staff, Fall 1985

FULL-TIME EQUIVALENT (FTE) EMPLOYEES. Report the sum of the number of full-time employees plus the number of full-time equivalent of the part-time employees. To compute full-time equivalents of part-time employees, take the number of hours worked per week by a part-time employee and divide it by the number of hours CONSIDERED BY THE REPORTING LIBRARY TO BE A FULL-TIME WORK WEEK. (E.g., 60 hours per week of part-time work divided by 40 hours per full-time week equals 1.5 FTE).

LIBRARIANS (line 3). Report the number of staff members doing work that requires professional training and skill in the theoretical or scientific aspect of library work, or both, as distinct from its mechanical or clerical aspect. Include unfilled positions if search is currently underway.

ALL OTHER PAID STAFF (line 4). Report the total FTE for all other paid library staff in filled positions in Fall 1985 who are paid annual salaries. If professional or nonprofessional staff in your library are paid hourly wages, yet fill positions which are salaried annually in most other libraries, they should also be included. Exclude maintenance and custodial staff.

CONTRIBUTED SERVICES STAFF (line 5). Report the FTE of contributed services staff. Contributed services staff should be reported only by religious institutions or institutions affiliated with religious or theological organizations. Publicly controlled institutions receiving volunteer or contributed services (if any) should exclude data respecting such services in this report.

STUDENT ASSISTANCE FROM ALL FUNDING SOURCES (line 6). Report the total FTE for student assistance, by students employed on an hourly basis whose wages are charged either to the library budget or to a budget other than the library budget. Exclude maintenance and custodial staff.

TOTAL STAFF (line 7). Report the sum of lines 3, 4, 5 and 6.

PART III - LIBRARY OPERATING EXPENDITURES, FISCAL YEAR 1985

PART III has been divided into two sections to facilitate reporting. All operating expenditures should be reported in Section A, Standard Operating Expenditures, which includes lines for items that appear in most library operating budgets. Section B, Selected Special Expenditures, includes lines for expenditures which may appear in different places on different library budgets. (For example, online database searching may be considered collection expenditures in some libraries. In others, it may be reported under "other operating expenditures.") Amounts reported in Section B *should have been reported in Section A*, most likely as "other operating expenditures." They are requested here, however, so that trends in these important areas may be documented.

EXPENDITURES (lines 8-24). Report the funds expended in fiscal year 1985 regardless of when the funds may have been received (Federal, State, or other resources. Expenditures should be reported for the 12-month period which corresponds to your library's fiscal year between the calendar period of June 1, 1984 to September 30, 1985. Report all expenditures in whole dollars; omit cents.

SECTION A: Standard Operating Expenditures

SALARIES AND WAGES (line 8). Report expenditures for full-time and part-time salaries and wages before deductions, but exclude fringe benefits provided by your institution for all regular library staff. Exclude contributed services, maintenance and custodial staff, and students serving on an hourly basis.

FRINGE BENEFITS (line 9). Report the sum of all fringe benefits provided by your institution for all library staff whose salaries and wages are shown on line 8 (exclude maintenance and custodial staff and students serving on an hourly basis). Fringe benefits are defined as cash contributions in the form of supplementary or deferred compensation other than salary. The employee's contribution should be excluded when determining the dollar value of fringe benefits. Fringe benefits include: retirement plans; hospitalization, surgical, and medical plans; guaranteed disability income protection plans; tuition plans; housing plans; social security taxes; unemployment compensation plans; group life insurance plans; workmen's compensation; and other benefits in-kind with cash options.

PRINT MATERIALS (line 10). Report expenditures for all materials consisting primarily of words and usually produced by making an impression with ink on paper. Included in this category are materials that do not require magnification: books, government documents, braille materials, ephemeral print materials, and the like. Exclude serial subscriptions and microforms.

SERIAL SUBSCRIPTIONS (line 11). Report expenditures for all publications issued in successive parts, usually at regular intervals, and as a rule, intended to be continued indefinitely. Serials include periodicals, newspapers, annual (reports, yearbooks, etc.), memoirs, proceedings, and transactions of societies; they may include monographic and publishers' series.

MICROFORMS (line 12). Report expenditures for all photographic reproductions of textual, tabular, or graphic materials reduced in size so that they can be used only with magnification. The two main types of microforms are microreproductions on transparent material (roll microfilm, aperture cards, microfiche, and ultrafiche) and reproductions on opaque materials. Excluded serial subscriptions.

COMPUTER SOFTWARE (line 13). Report expenditures for all programs, procedures, and associated documentation that instruct the computer to perform certain types of tasks, in contrast to the physical components of a computer (hardware).

AUDIOVISUAL MATERIALS (line 14). Report expenditures for all library materials that are displayed by visual projection or magnification or through sound reproduction, or both, including graphic materials, audio materials, motion pictures, video materials, and special visual materials such as cartographic and three-dimentional materials.

OTHER (line 15). Report any expenditures for other collection materials not placed in lines 10 to 14.

BINDING AND REBINDING (line 16). Report only expenditures paid to commercial binderies for all binding and rebinding of books and periodicals during the 1985 fiscal year. Do not allocate wages, materials, etc., for binding.

EQUIPMENT (line 17). Report only expenditures for all library equipment purchased during 1985 fiscal year. Include microform equipment, audiovisual equipment and computer related equipment.

ALL OTHER OPERATING EXPENDITURES (line 18). Report expenditures for travel, rental, leases, insurance, postage and freight, printing, replacement of equipment and furnishings, supplies and membership costs. Exclude expenditures for utilities, plant maintenance and operation, and capital outlay.

SECTION B: Selected Special Expenditures.
Note: These expenditures should have been included in lines 8 to 18.

POSTAGE (line 20). Report all expenditures for postage and delivery, including U.S. Mail and commercial delivery services during the 1985 fiscal year.

TELECOMMUNICATIONS (line 21). Report any separately billed expenditures for all types of telephone services and for such services as electronic mail, teleconferencing, telefacsimile, teletype, telex, etc.

CONTRACTED COMPUTER SERVICES (line 22). Report any costs related to purchased library services done for your library on computers by a computerized library network, computerized cooperative library organization, or by a commercial organization providing library services. Telecommunications costs may be included.

ONLINE DATABASE SEARCHING (line 23). Report any expenditures for all reference transactions in which the source utilized is one or more databases searched online by computer.

COMPUTER HARDWARE (line 24). Report any costs related to the purchase of computers, printers, or any physical component of a computer.

PART IV - LIBRARY COLLECTIONS, FISCAL YEAR 1985

TOTAL NUMBER ADDED DURING FISCAL YEAR. Report the number added. Do not subtract the number withdrawn.

TOTAL NUMBER HELD AT END OF FISCAL YEAR. Self-explanatory.

BOOKS. Nonperiodical printed publications bound in hard or soft covers, or in loose-leaf format, of at least forty-nine pages, exclusive of the cover pages, or a juvenile nonperiodical publication of any length bound in hard or soft covers.

SERIALS. Publications issued in successive parts, usually at regular intervals, and as a rule, intended to be continued indefinitely. Serials include periodicals, newspaper, annual (reports, yearbooks, etc.), memoirs, proceedings, and transactions of societies; they may include monographic and publishers' series.

GOVERNMENT DOCUMENTS. Any publication in book, serial, or other form of library materials that are published by a government agency, e.g., the publication of federal, state, local, and foreign governments and of intergovernmental organizations to which governments belong and appoint representatives, such as the United Nations, Organization of American States, and the Erie Basin Commission.

PERIODICALS. A publication in any medium intended to appear indefinitely at regular or stated intervals, generally more frequently than annually. Individual issues are numbered consecutively or dated and normally contain separate articles, stories, or other writings. Do not include newspapers disseminating general news, and the proceedings, papers, or other publications of corporate bodies primarily related to their meetings.

NEWSPAPER. Those serials that are designed mainly to be a primary source of written information on current events. They may also include articles as well as illustrations, advertising, legal notices, and vital statistics. Newspapers appear with a masthead and are usually printed on newsprint without a cover.

VOLUMES (line 25). For reporting purposes, a volume is a physical unit of any printed, typewritten, handwritten, mimeographed, or processed work, contained in one binding or portfolio, handbound or paperbound, which has been cataloged, classified, or otherwise made ready for use.

TITLES (line 26). For reporting purposes, a title is a publication which forms a separate bibliographic whole, whether issued in one or several volumes, reels, disks, slides, or parts. It applies equally to printed materials, such as books and periodicals, as well as to audiovisual materials and microforms. Report the number of items for which a separate shelflist card has been made. (SHELFLIST: A record of materials in a library, arranged in the order in which the materials stand when they are shelved or stored.) Thus, six copies of the same edition of a title count as one title; two editions of the same title which have been cataloged or recorded separately count as two titles; a set of six items for which six shelflist cards have been made count as six titles; and two sets of the same edition for which one shelflist card has been made count as one title.

METHOD FOR ESTIMATING THE NUMBER OF TITLES IN THE COLLECTION:

A library which does not maintain a title count of its various collections and which cannot easily count the number of separate shelflist cards should use the following method for estimating this count:

1. Pressing the cards tightly together, measure the total number of inches in the shelflist.
2. Using the same amount of pressure, measure one inch of cards in the shelflist. Count the number of titles contained in the inch.
3. Repeat step 2 at regular intervals (for example, count one inch in every foot, or in every three feet, or other pre-established intervals) to ensure measuring at least seven sample inches distributed throughout the shelflist.
4. Average the number of titles per inch in the samples. If any sample varies from the average by more than four cards, repeat steps one through four, applying more even pressure to the cards.
5. Multiply the average titles per inch by the total number of inches of cards in the shelflist.

CURRENT SERIAL SUBSCRIPTIONS (line 28). Report the number of titles subscribed to, and not the number of individual issues (exclude duplicate subscriptions). Include periodicals, newspapers, and government documents issued serially.

MICROFORMS (lines 29-32). Report the number of titles of materials that have been photographically reduced in size for storage, protection, and inexpensive publication purposes, and which must be read with the help of enlarging instruments. Examples of microforms are: microfilm, microcard, and microfiche. These are also called microcopy and microtes.

MANUSCRIPTS AND ARCHIVES (line 33). Report the linear feet of shelfspace occupied by these materials. Manuscripts are handwritten or typed documents, including carbon copies. Archives are nonrecurrent records of an organization or institution preserved because of their continuing value.

CARTOGRAPHIC MATERIALS (line 34). Report the number of units of materials representing in whole or in part the earth or any celestial body at any scale. These materials include two- and three-dimensional maps and globes.

GRAPHIC MATERIALS (line 35). Report the number of units of materials for viewing without sound. The materials may or may not be projected or magnified. They include art originals, art prints, art reproductions, slides, transparencies, filmstrips, photographs, pictures, postcards, posters, study prints, and the like.

AUDIO MATERIALS (line 36). Report the number of titles of materials on which sounds (only) are stored (recorded) and that can be reproduced (played back) mechanically or electronically, or both. These materials include audiocassettes, audiocartridges, audiodiscs, audioreels, talking books, and other sound recordings.

FILMS (line 37). Report the number of titles of films, a term which is used interchangeably with "motion picture" which is a length of film, with or without recorded sound, bearing a sequence of images that create the illusion of movement when projected in rapid succession (usually 18 or 24 frames per sound). Motion pictures are produced in a variety of sizes (8, super 8, 16, 35, 55, and 70 mm) and a variety of formats (cartridge, cassette, loop, and reel). Common motion picture sizes in instructional use are 8mm, supper 8mm, and 16mm.

VIDEO MATERIALS (line 38). Report the number of titles of materials on which both pictures and sound are recorded. Electronic playback reproduces both pictures and sounds using a television receiver or monitor.

MACHINE-READABLE MATERIALS (line 39). Report the number of titles of materials in a form designed to be processed by a machine, usually a computer, either as input or as output, that have data recorded on them in some form. These materials include data files and computer program files. Typically, these files are stored on such media as punched cards, paper type, magnetic tape and disks, and digital videodisks. These materials excludes computer outputs that are eye-legible or can be read with magnification. Include microcomputer software in this category.

OTHER LIBRARY MATERIALS (line 40). Report here any materials not already included in lines 25-39.

PART V - LIBRARY LOAN TRANSACTIONS, FISCAL YEAR 1985

CIRCULATION TRANSACTIONS (lines 41-42). Report the number of items lent from the general and reserve collections of the library for use usually (although not always) outside the library. These activities include charging, either manually or electronically, and also renewals, each of which is reported as a circulation transaction.

RESERVE COLLECTION are those materials that have been removed from the general library collection and set aside in a library so that they will be on hand for a certain course of study or activity in process. Usually, the circulation and length of loan of items in a reserve collection are restricted so that these items will be available to many users who have need of them within a limited time period.

INTERLIBRARY LOANS (lines 43-44). Report the number of transactions in which library materials, or copies of the materials, are made available by one library to another upon request. Loans include both lending and borrowing. The libraries involved in interlibrary loan *are not* under the same administration or on the same campus.

PART VI - LIBRARY SERVICE PER TYPICAL WEEK, FALL 1985

Collect data during a typical week in the fall and report the numbers here. A typical week is defined as a week in which the library is open for its regular hours and contains no holidays. It is seven consecutive calendar days, from Sunday through Saturday, or whatever days the library is normally open that period. If data are available for an entire year rather than for a typical week, then estimate a weekly count by dividing the annual figure by 52.

PUBLIC SERVICE HOURS PER TYPICAL WEEK (line 45). Consider both main library and branches using the following method. If a library is open from 9:00 a.m. to 5:00 p.m. Monday through Friday, it should report 40 hours per week. If several of its branches are also open during those hours, the figure remains 40 hours. Should Branch A also be open one evening from 7:00 to 9:00, the total hours which users can find service becomes 42. If Branch B is open the same hours on the same evening the total remains 42, but if it is open 2 hours on another evening, or from 5:00 to 7:00 on the evening when Branch A is open later, the total becomes 44 hours during which users can find service.

TOTAL ATTENDANCE IN LIBRARY PER TYPICAL WEEK (line 46). Report the total number of persons entering the library per typical week, including persons attending activities, meetings, and those persons requiring no staff services.

IN-LIBRARY USE OF LIBRARY MATERIALS PER TYPICAL WEEK (line 47). Report the total number of materials utilized in the library, but not checked out. These materials include reference books, periodicals, book stock, and all other library materials that are used WITHIN the library.

TOTAL REFERENCE TRANSACTIONS PER TYPICAL WEEK (line 48). Report the total reference transactions per typical week. A reference transaction is an information contact which involved the knowledge, use, recommendations, interpretation, or instruction in the use of one or more information sources by a member of the library staff. Information sources include printed and non-printed materials, machine-readable databases (including computer-assisted instruction), catalogs and other holdings, records, and, through communication or referral, other libraries and institutions, and persons both inside and outside the library. Include information and referral services. A contact that includes both reference and directional services should be reported as one reference transaction. When a staff member utilizes information gained from previous use of information sources to answer a question, report as a reference transaction, even if the source is not consulted again during this transaction. Duration should not be an element in determining whether a transaction is reference of directional.

TOTAL DIRECTIONAL TRANSACTIONS PER TYPICAL WEEK (line 49). Report the total directional transactions per typical week. A directional transaction is an information contact which facilitates the use of the library in which the contact occurs and which does NOT involve the knowledge, use, recommendation, interpretation, or instruction in the use of, any information sources other than those which describe that library, such as schedules, floor plans, handbooks, and policy statements. Examples of directional transactions include giving instruction for locating, withing the library, staff, library users, or physical features, etc., and giving assistance of a non-bibliographic nature with machines.

INFORMATION SERVICE TO GROUPS (line 50-51). Report the total number of presentations per typical week on line 50 and the total members of persons served on line 51. An information contact is one which a staff member or person invited by a staff member provides information intended for a number of persons and planned in advance. Information service to groups may be either bibliographic instruction or library use presentations, or it may be cultural, recreational, or educational presentations. Presentations both on and off the library premises are included, as long as they are sponsored by the library. Do not include meetings sponsored by other groups using library meeting rooms.

ONLINE DATABASE SEARCHES PER TYPICAL WEEK (line 52). Report the number of reference transactions in which the source utilized is one or more databases searched online by computer.

APPENDIX R

RESPONDENTS TO MCCA SURVEY

INSTITUTION	RESPONDENT
Alpena Community College	Charles E. Tetzlaff LRC Director
Bay de Noc Community College	Christian Holmes Assoc. Dean of Learning Resources
Mott Community College	Don Pelkey Dean of Learning Resources
Delta College	Judith Brow Librarian
Glen Oaks Community College	Marilyn Gosling LRC Director
Gogebic Community College	Helen M. Loughran Director, Learning Resource Center
Grand Rapids Junior College	Bernice Whitley Director of Library Services
Henry Ford Community College	A. Rosenthal Division Head-Library Services
Highland Park Community College	Betty Kaiser Head Librarian
Jackson Community College	Joy Shoemaker Head Librarian
Kalamazoo Valley Comm. College	Alfred V. Sagar Assoc. Dean for Learning Resources
Kellogg Community College	Dr. Frank Crookes V. Pres., Student & Support Service
Kirtland Community College	V. Keith Dedman Director of the Library
Lake Michigan Comm. College	Peter Nachreiner Collection Development Librarian
Lansing Community College	Ellen Person Chairperson, Library Info. Services
Macomb Community College	Barbara Collinsworth Assoc. Dean of Learning Resources

Mid-Michigan Community College	Thomas Lyons Director, Learning Resource Center
Monroe County Community College	M. Joan Woodruff Director of Learning Resources
Montcalm Community College	John B. Carlson Director, Learning Resource Center
Muskegon Community College	Dr. Gregory C. Franklin Dean of Instructional Services
North Central Michigan College	George Stewart Librarian
Northwestern Michigan College	Ruth M. Rague' Administrative Assistant to the Vice President for Instruction
Oakland Community College	Dr. Don Nichols Dean
Oakland Community College	Professor Tom Haug Librarian
St. Clair County Comm. College	Cindy Rourke Associate Dean
Schoolcraft College	Jeanne Bonner Asst. Dean, Learning Resources
Southwestern Michigan College	Katherine M. Fox Director, Instructional Resources
Washtenaw Community College	Adella Scott Director
Wayne County Community College	Thomas Risto Director
West Shore Community College	Mike Hypio Librarian

ERIC CLEARINGHOUSE FOR
JUNIOR COLLEGES JUN 23 1989